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ABSTRACT

A parent-resource teacher working in a public elementary school's Child Parent Center for preschool children in Chicago, Illinois, implemented a series of reading readiness training workshops for parents, preschool children, teachers, and teacher aides. These workshops were designed to increase disadvantaged black preschool children's reading readiness scores; increase parent participation; and provide parents with strategies, activities, and information on building reading readiness skills. Program evaluation data indicated that, as the readiness workshops continued, parents, many of whom were adolescents, began to see their children growing more interested in books, being more expressive, and getting better reports from their teachers. Other parents heard about the benefits of the workshops. However, attendance charts revealed a fluctuation of attendance, with the first and sixth month of the 10-month intervention having the greatest attendance. Pretest-posttest comparisons indicated that children's reading readiness scores improved. Concluding remarks offer recommendations for improving the intervention program. Related materials are provided in 54 appendices. (Author/RH)

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INCREASING PARENT INVOLVEMENT TO OBTAIN SIGNIFICANT GAINS IN PRE-SCHOOLERS' READING READINESS SKILLS

BY

CHERYL Y. WEIL

PS 016626

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INCREASING PARENT INVOLVEMENT TO OBTAIN SIGNIFICANT GAINS IN PRESCHOOLERS' READING READINESS SKILLS

PRACTICUM II SUBMITTED TO
THE FACULTY OF THE EARLY CHILDHOOD
EDUCATION PROGRAM IN CANDIDACY FOR THE
DEGREE OF DOCTOR OF EDUCATION

BY

CHERYL Y. WEIL

NOVA UNIVERSITY

CLUSTER 14

AUGUST, 1986

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Abstract

Increasing Parent Involvement to Obtain Significant Gains in Preschool Reading Readiness Skills. Weil, Cheryl Y., 1985: Practicum Report, Nova University ED.D. Program in Early Childhood. Discriptors: Preschool Education/ Kindergarten/Child Development Centers/Child Care Centers/Parents/Parent Education/ Parent Workshops/Parent Participation/Parent Involvement/Reading/Reading Readiness/Language Development/Questionaires/ Pretests/ Postests/Improvement Program Effectiveness.

This practicum is addressing the need to obtain more parent involvement via workshops to increase their preschoolers reading readiness scores. In a review of the literature and a careful survey of child parent centers in urban, low-income inner city areas, the writer found that the centers which have average or above average scores in the area of Language Development have strong parent participation. The staff has addressed the need and desire to build reading readiness skills in the preschoolers and to coax parents to participate more in the classroom as well as in the home thus bringing out their child's total language capabilities.

The writer's goals are to:

1) provide parents with strategies, activities and information on building reading readiness skills through a series of workshops.

2) increase overall parent participation, and

3) increase the preschool scores in the area of reading readiness.

As reading readiness workshops continued, parents began to see their children growing more interested in books, being more expressive and getting better reports from their child's teacher. Other parents heard about such benefits of the workshops. However, attendance charts reveal a fluctuation of attendance with the first and sixth month depicting the greatest percentage of attendance throughout the ten months of workshop training. By the eighth month of implementation, percentile scores of 75% or better were obtained on the preschoolers' (3 & 4 year olds) postest; while the 5 year olds obtained 5 to 8 month's growth on their reading readiness postest as compared to their pretest scores.

CHAPTER I

INTRODUCTION

Description of Community

The Child Parent Center, that the writer is referring to, was established in 1967. It is housed in a K-8 Elementary Public School, located in an inner-city area on the West side of Chicago. Debris filled vacant lots and several two-to-four-flat boarded-up, abandoned buildings are in the immediate surroundings. The community is over-populated and transient, with residents staying an average of four years. The racial composition is 98% Black (residing on the outskirts).

In the community, there exists an inordinate percentage of family disintegration and poverty. The disintegration is often caused by factors associated with low socio-economic conditions. Examples include abandonment due to separation, divorce, or unemployment; untimely death; abuse, imprisonment; institutionalization; and early pregnancies. There is an average of 3.4 children per family, with a high percentage of these families headed by a single parent, usually the mother. Most of the families live below the government estimated poverty level.

Either they are receiving some form of public assistance

or the heads-of-households are employed as unskilled laborers in insecure and low range jobs.

Because the students attending the center experience such socio-economic conditions, the center receives government funds which provide for a comprehensive preschool program, designated Education Consolidation and Improvement Act (ECIA) Chapter 1 Project. The two hundred enrolled students are all black, and they are comprised of three, four and five year olds. These students are assigned to classes on the basis of age. There are five classrooms: one classroom for three year-olds, one combining the three and four year olds, and one for students age four, and two for five-year olds. Each classroom services two groups of approximately seventeen students; one group meets in the morning, the other in the afternoon. Assigned to each classroom are one primary certified teacher and one certified teacher-aide. A special effort is made by the center to recruit three year olds; they are encouraged to complete the preschool through kindergarten program cycles.

The program is especially designed to provide the students with incentives designated by some educational authorities as vital in order to overcome deficiencies resulting from low socio-economic conditions. To accomplish this end, the focus of the program is two fold:

1. To encourage full parental participation i.e., the parent is considered an essential component of the program, recognized as the molder of children's attitudes toward

learning and life.

2. To provide each student appropriate care and attention i.e., each receives proper nourishment, is provided medical care, and is carefully guided towards discovery via exploratory learning.

Some special features of the program are as follows:

1. Four half-day periods per month of participation are mandatory for each student's parent.
2. A full-time resource teacher assists parents in home-arts, family living, and human development.
3. Each year, an adequate budget is supplied for materials and field trips.
4. One part-time teacher nurse is on premises bi-monthly.
5. One half-time School-Community Representative is responsible for bringing together the center and community.
6. Daily nutritional service is provided, supplying each student with a free and nutritious break-fast, lunch and snack.

Author's Work Setting And Role

The writer is a parent-resource teacher whose primary role is to plan and implement activities designated to encourage parent participation and development. There are at least nine auxiliary responsibilities, and these are each cited below:

1. Involve parents in the center's decision making process through participation in planning programs, attending meetings, and expressing ideas.
2. Develop and maintain positive relations between parents and staff.
3. Raise parent's consciousness regarding the value of education for self and children.
4. Plan and obtain maximum parent involvement in workshops exploring human development, consumer education, nutrition, arts and crafts, finance, hobbies, GED classes, and health.
5. Expose parents to the many available resources in the community which may be of some service.
6. Involve parents in enrichment activities through field experiences and films.
7. Interview parents using a Needs Assessment Form. In-service teachers, aides, and parents on correlated, cooperative activities designed to assist the students.
8. Record parent attendance.
9. Maintain records of parent-room expenditures.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Conversations among the preschool professionals at Child Parent Center were more frequently revealing that incoming students were not communicating at their appropriate expectation level e.g. attention span was shorter, following directions was at a minimum and any sequential command brought about total confusion. Too often students would answer a question by shrugging their shoulders for, "I don't know"; moving the head from left to right for, "no"; moving the head up and down for "yes"; or by humming a negative or positive reply. Pointing was also a very common gesture.

Immaturity was first suspected on the part of the students but as further comments from the staff members continued it seemed that parents were not conversing with their children and were not using complete sentences. These were just a few reasons the children were not verbally successful.

Problem Documentation

Even as parent and child walked to and from school, if within an audible distance, mommies were generally quoted as saying, "Hush!", "Don't", "Stop!", "Hurry!","GO!".

Upon entry into the child parent center, students were given the Early Assessment. (See Appendix A) Often body parts could not be named, poor coordination was noted; color and shapes were not recognizable and other signs of under developed readiness skills were recorded as needing assistance or not introduced (meaning no knowledge of test item). This indicated a lack of basic skill training in the home. On the other hand, we looked closely at the home environment. Disadvantaged backgrounds were depicted by the ECIA Chapter 1 Preschool Entry Assessment Application (See Appendix B) responses. The majority of the families were on Public Assistance. Educational achievement was usually limited, with the greatest number who had not completed high school and a few who had not completed elementary school training. It was also revealed that 78% of the families were single parents, 15% were two family households and the remaining 7% were grandparents and foster parents.

Further study from the interview indicated that printed material was unavailable in the home, therefore, no exposure to reading was accessible. Clearly, one can begin to understand why these preschoolers came to school in such a disadvantaged state of readiness. Kindergarten teachers were constantly examining pre and posttests that resulted in little and occassionally no growth between October and June in the area of language development.

Table 1

Iowa Test of Basic Skills
Test Level 5 Test Form 7

Language Area

Student	Beginning of the 1984-85 School Year Grade Equivalent	%	End of the 1984-85 School Year Grade Equivalent	%
MAW	P.5	07	P.8	9
FES	P.8	24	K.0	17
MFM	P.8	11	P.8	9
FGR	P.7	17	K.3	31
MHK	P.5	07	K.3	31
FHT	P.9	31	P.8	9
MJV	2.7	98	2.5	99
MJG	K.0	38	K.6	44
MLG	---	--	1.0	57
MWB	P.4	04	K.2	26
MWC	P.9	31	K.2	26
MYA	P.5	07	K.3	31

Table 1 documents significantly low national percentile scores.

Table 2

Parent Attendance for the Month of March 1985
(A total of 20 attendance days)

Room	Total Number of Parents in Classroom	% of Parents Minimum Days of Participation
100 A.M.	19	26%
100 P.M.	15	13%
103 KG	18	12%
104 A.M.	17	35%
104 P.M.	11	27%
105 KG	16	25%
107 A.M.	17	29%
107 P.M.	12	8&

Table 2 documents the poor attendance record at the Child Parent Center. Only 23% of the parents fulfilled their minimum 2-1/2 hours per week requirement for the month of March.

Causative Analysis

In analyzing the causes of the problem, it was necessary to examine the School-Home Agreement (See Appendix E). The agreement clearly requested that the parents participate in the parent program, at least one half-day per week. It also stated that they do everything possible to cooperate with the center to assist in their child's growth and development.

Immediately, this eliminated the full-time working parent, parents in search of employment, outside full-time students, parents with more than one infant/toddler or senior citizen guardians who found it difficult to attend the center.

Approximately 60% of the mothers had been in the program for 3 years or more due to multiple sequential births; a number of the parents had lost their initial enthusiasm.

A number of the adults lacked a particular area of interest or expertise. Basic skills had not been mastered in their lives and failure to fulfill an obligation elicited embarrassment followed by non-attendance. It was not uncommon to encounter teachers who found it difficult to explain and demonstrate the day's task to the parent as she simultaneously attended to the needs of several children. Therefore, In-Classroom Participation Sheets (See Appendix F) depicted little or no parent involvement in the child's classroom.

The Related Literature

Schickendanz (1982) refered to Durkin (1966) who conducted a study comparing early readers to a control group of children who did not learn to read early. She found that

parental behavior seemed to be the key difference between the two groups. She says "What is important . . . is the presence of parents who spend time with their children; who read to them; who answer their questions and their requests for help, and who demonstrate in their own lives that reading is a rich source of relaxation, information, and contentment." She further stated that for the printed word to be understood, it must be socially mediated, that is, it must be used by others in the presence of and with children so that children can see how it works.

Durkin's study also revealed that parents whose children learned to read before going to school did not set out to teach their children to read. Their methods were informal and indirect; they intended merely to explain or to entertain, almost always in response to their children's requests. The children themselves were not extraordinary. She also says,

> "Early readers are not some unique species capable of being identified and sorted by tests. Rather, it would seem their preschool achievement reading is the combined expression of themselves, their parents, and the kinds of environments the parents provide."

Research has found that children learn through their parents' efforts. Informal teaching is effective when dealing with preschool children. In support of this statement, Hillerich (1985) identified twelve to fifteen early readers over a period of several years. By interviewing their parents, he discovered that most of the children had no formal instruction at home in the preschool years. It was noted

however, they did come from homes where reading was valued: there were books in the home, and the youngsters were read to. It was also noted that most children were in the average range of basic ability. Oerke (1984) stated that the preschool children who came to a day school might not be able to read yet. But the earlier they became acquainted with books, the greater were their chances of becoming readers. RIF is also an ideal way to get parents involved in a preschool program since it is an easy and enjoyable activity in which they can participate. It gives them a direct way to help children succeed in learning to read. She then followed up by giving ten suggestions on getting Preschoolers to read. In summary:

1. Read aloud to children.
2. Ask children to dictate their own stories to an adult who prints or types the words.
3. Tape record a child telling a familiar story.
4. Set up a reading corner around a table or book racks.
5. Organize a field trip once a month.
6. Provide costumes to enable children to enter the world of make-believe.
7. Invite "mystery" guests to come and read to the children.
8. Give children the chance to see the practical applications of reading. i.e., a simple recipe to read.
9. Publicize the child's reading in a visible manner, i.e., create a bookworm. For each book a parent or

teacher reads to a child, a circle of construction paper with child's name and title of book is added to the worm showing reading growth.

Stenner and Mueller (1973) documented a relationship between parent involvement and student cognitive growth. Safran (1974) suggested that the regular appearance of parents in the preschool program is good for both child and parent. He states that the major pay off for parental involvement has been on child achievement.

Pieper (1970) focused her research on a child parent center in Maryland. It contained a "poverty" group in which 85 percent of the children had only one parent in the home. The vast majority of the mothers were on the welfare. Thirty percent of the older children were two grades below level in school and the language development was severely inhibited even at the age of two. Her results support the fact that parents who can become more involved with their child's educational experience create better achieving students.

Motivation techniques were essential; Oden (1978) included incentives such as small toys, yo-yos and frisbees, small clothing articles, visors and t-shirts, food, hamburger sandwiches and chicken dinners which were provided by local merchants in the area. These incentives resulted in the improvement of attendance in the students and parents in the low socio-economic area in Miami, Florida.

Allen (1981) stated that using a variety of activities such as telephone contact, letters, parent conferences and

observation in the classroom proved to be productive in building parent involvement and promoting student achievement. He also found that by arranging an optimal learning environment for the young child parents must become partners in their child's learning. While continously searching for documented material to increase reading readiness skills in preschoolers and to increase their parent's involvement in the center, a research report by Cummings and Madday (1983) supported the theory that inservice training is an important method to bring about more harmonious relationships between teacher and parent. The inservice training bridged the gap between the home and the school.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals.

The goals were to increase parent involvement and to improve preschool reading readiness skills via workshop training. The following goals were projected for this practicum.

Behavioral Expectations.

Objective I

As a result of participating in the workshops, the parent resource teacher would assess 90% increase in attendance at the Child Parent Center.

Objective II

As a result of the parent's workshop training in language development which included creating reading readiness activities and projects they used with their children after school, a percentile score of 75% or better would be obtained on the posttest of the 3 and 4 year olds; while the 5 year olds would obtain 5 to 8 months growth from October to May as compared to last years Kindergarten scores.

Evaluation Instruments.

The evaluation instruments were:

1. Parent Daily Attendance Book. This was a a record kept by the parent resource

teacher and mandated by the State of Illinois. Parents had to write their name in a bound legal book which designated the month, day and year, and the room in which their child was enrolled as proof of participation. (See Appendix G)

2. Parent Monthly Attendance Wall Charts. Any state or district official could walk into the parent room to see at a glance, charted parent participation. (See Appendix C)
3. Individual Parent Attendance Cards. These records documented parent attendance, communication by telephone, letter or person to person contact. (See Appendix D)
4. In-Class Parent Participation Sheets. Each preschool classroom had a participation sheet posted so that the parent signed her name, time in, time out, and duty performed. (See Appendix F)
5. The Chicago Early Assessment. This instrument gave a summary of a child's present level of performance in five skill areas: gross motor, fine motor, language, visual discrimination and memory.
6. The Early Primary Battery of Iowa Test of Basic Skills Level 5 and 6, Form 7. This

tool was to used to determine readiness. It was designed to measure specific developmental maturity in the following skills area: listening, word analysis, vocabulary, language and mathematics.

7. HBI Bookmark Reading Program. Prereading test - Look, Listen and Learn. The Prereading Skills Inventory helped to determine which students needed prereading skills (Level R) before beginning Level 1. However in this case, this test instrument was used in a pre-post test manner to determine the kindergartener's reading readiness growth from October - June, respectively.

The kindergarteners used the Harcourt Brace Jovanovich's reading program. The HBI Bookmark Reading Program has a Prereading Skills Inventory Level R. The Child Parent Center was scheduled to administer the placement device to determine each child's instructional reading level so that he or she is placed in a book that is neither too easy nor too difficult. Unfortunately, the materials were ordered for late September screening or early October testing, but due to improper mailing, tests were not delivered until late December. Teachers had already used their own judgment of where the child was in terms of reading development as well as records of past reading readiness performance as depicted on their Chicago

Early Screening charts, recommendations of previous teachers and current observation. So by December, placement was well underway and the Head teacher strongly suggested to use the placement material on pre and post test material for September 1987.

The Prereading Skills Inventory is designed for use with pupils just beginning reading instruction. The results would have been used to help identify those pupils who need instruction in all or selected lessons in Look, Listen and Learn Level R of HBI Bookmark, Eagle Edition.

CHAPTER IV

SOLUTION STRATEGY

Discussion and evaluation of solutions

A multitude of parent involvement strategies were implemented in school settings as well as techniques for increasing reading readiness skills in preschoolers. Many had proven to be very effective; however, for various reasons, several of the strategies were not appropriate for implementation at the Child Parent Center.

For instance, an after school program in which teachers provided a combined parent and student training of reading readiness skills was not implemented. First, it made the school day too long for young children. Second, additional funds to foster overtime salaries and utility costs were not available. And third, the dangerous elements that exist in the community were too threatening for participants.

A team of specialized reading therapists had been effective in training parents and students. This was an excellent strategy, but the budget would not support extra staff salaries and the families could not afford the small fee requested. Brooks, Thomas and others (1975) provided various supplemental services to educationally deprived students. Instruction through reading laboratories, pulling out students for remedial reading skill instruction and a classroom-based program were implemented. Once again the

deterrent was money.

The International Reading Association provided an overwhelming array of ideas and approaches to solving the reading problem, but with the population presented the material was inappropriate and had limitations to its accessibility.

The Summer Reader Program (1984-85) is an excellent tool to motivate youngsters to read and to appreciate reading. Unfortunately, the cost of the program per child is just too unaffordable for a non-working, low-income group of people.

As for increasing parent attendance, Boger (1974) eliminated excuses of parents having to stay at home by absorbing the cost of baby sitting services. According to the Board of Education rules and a lack of public school funds, this solution was not administered.

Barnard (1972) conducted a study to investigate the effects of child and parent incentives on the acquistion of reading skills of 121 disadvantaged preschool children. Out of the four schools that participated, the two schools receiving cash incentives to attend each session had greater attendance, yet, there was no statistically greater significance on improved intelligence scores as compared to the non-incentive groups. Once again, due to finances, this strategy was not undertaken.

Originally, in the proposal stage of the practicum project, the writer had decided not to use the summer reader program and the International Reading Associations materials as a solution strategy because 1) the expense, 2) the reading and comprehension which would be necessary, and 3) the energetic attitude necessary to correspond and obtain the material.

Realizing the wealth of reading readiness information contained in the IRA pamphlets and newsletters, further consideration to implement usage was sought. First, the writer chose a direct method approach. The pamphlet and newsletters were requested by letter and if any cost were needed for any of the pamphlets, the parent resource absorbed the cost. Second, the pamphlets and newsletters were read to the parents allowing for immediate questions and answers so total comprehension of the reading readiness task to further develop a skill, and to obtain an atmosphere in the home would be conducive to learning. Therefore, reading would be accomplished.

Also, having had such positive experiences with the summer reading program in the past, the writer, through many telephone conversations with the authors and publishers of the program agreed on an alternative approach to using the program which would not be as expensive to non-working parents. With the expense factor being eliminated, the next hindering factor to the usage of the material, was on the spot guidance and instruction on the proper use of the

reading readiness material. This task was carried out by the parent resource teacher by reading and demonstrating the program to the parents in a workshop setting.

Description of Selected Solutions.

The head teacher, the school community representative, teachers and teacher aides were all very supportive in suggesting solution strategies that would be more effective in the child parent center environment. Along with their input, plus the research data, the following solutions were selected:

1. The parents were asked to sign a school-home agreement.
2. The parent resource teacher, and the school community representative contacted parents who had poor attendance records.
3. Inservice of teacher and teacher aides was provided by the parent resource teacher on:
   a) Using parents more effectively in the classroom.
   b) Building reading readiness skills in the classroom.
4. Workshop training for parents was conducted by the parent resource teacher with incentives such as door prizes, certificates of participation and raffles.
5. Parents were guided in making reading readiness materials for duplication and

distribution as homework for the pre-schooler to interact with the parent for at least 15 minutes a day.

6. Parents and classroom teachers met more often during the year to have informal time to discuss a child's progress.

7. Reading materials were set up in the parent room. (Adult selections and preschool books.)

Adult Magazines

MBM (Modern Black Men)

Black Stress

Dollars and Sense

Black Hair Care

Essence

Black Enterprise

EM (Ebony Man)

Black Beat

Black Family

People

Children's Magazines

Humpty Dumpty's Magazine
4-6 years

Turtle Magazine for Preschool Kids 2-5 years

Children's Playmate Magazine
5-7 years

8. More field experiences were scheduled to encourage interesting topics of conversation with youngsters.
9. Book fairs and more story-telling time was incorporated into the curriculum.
10. An author and poet was invited to make a presentation, i.e. Yusuf Ali El, author of, Ryme Tyme for Growing Minds and When I Grow Up.

Report of Action Taken

The implementation phase is outlined as follows:

OCTOBER

The parent resource teacher inserviced staff on "Strategies and Techniques for including parents in the classroom." (See Appendix H for details). Teachers and teacher aides from each room gave their suggestions as to what "Things Parents can do in the Classroom" (See Appendix I). The training session ended with information entitled "Communicating with Parents" (See Appendix J) and focusing on Communicating about reading.

October 1st

The first parent reading readiness training workshop opened by discussing the IRA's brochure entitled "Communicating with Your Child". Emphasis was on encouraging youngsters to talk by sharing a variety of experiences and by asking their child to explain, to describe, to tell, or to answer questions about an event in one's life; for

example, the circus, the Ice Capades, or a poetry session. Along with the brochure, a handout on communication was also distributed and reviewed. (See Appendix K) Time was allowed for parents to discuss possible activities or projects that could be made at the next reading readiness workshop. The parents were divided into two groups.

The three and four year old group concentrated on the following five skill areas: gross motor, fine motor, language, visual discrimination and memory. Together, they decided to make a feel book to reinforce visual and tactile discrimination. They titled the book "A Halloween Feel Book." It consisted of 5 pages:

Page 1: A spooky house was drawn and little pebbles, rocks, or sand were glued for roughness.

Page 2: A white ghost was made from a kleenex tissue and pasted for "soft".

Page 3: A triangular witches' hat was cut from a green or black plastic garbage bag to indicate a slick or shiny surface.

Page 4: A sketch of a witch's broom with straw glued in the proper place for "rough" was included.

Page 5: A black cat was drawn and filled in with fake fur material and when touched, it was soft.

The five year old group opted to make a Picture Dictionary of things that reminded them of Fall or Halloween to develop their language skills:

A for Apple B for Black Cat C for Cider or Costume

D for Dracula E for Evening F for Fall
G for Ghost H for Halloween I for Indians
J for Jack O K for Kettle L for Leaves
Lantern M for the Month N for Newt
O for Orange of October P for Pumpkin
Q for Quaker R for Rake S for Scarecrow
T for Trick or U for Uniform V for Vampire
Treat Bag W for Witch X for X-ray (Draw a
Y for Yellow Z for Zorro Picture of a skelton)
Leaves

October 8th

The two projects were made: "The Halloween Feel Book" and "The Autumn Picture Dictionary."

October 15th

This was National Poetry Day. The parents were given a set of poems to read in the evening to their preschool children. (See Appendices L, M, N, and O) The poems stimulated the topic of conversation during the workshop.

October 22nd

The feedback about the poetry reading sessions brought on well thought out responses from the children. Even the parents were surprised at their child's attentiveness and retention of the poetic messages. Parents broke up into groups to plan November reading readiness development projects.

October 29th

The kindergarten teachers had a meeting with the

parents. They explained the Comprehensive Reading Program, the skills their child lacked and explained exactly what skills would be tested each reporting period. (See Appendix P) The teachers also explained how they would be submitting two to three reading readiness projects to the parent resource teacher each month as reinforcement and/or new skills to develop. (See Appendix Q) The parent resource teacher kept a record of parents who made a classroom project. A check indicated completion. (See Appendix R) Teachers also distributed an assignment sheet with reading readiness and math activities for the children who needed to be tutored. (See Appendix S)

Field Trip

A walk to the community public library was planned. (See Appendix T) Parents brought two pieces of identification so they could obtain a library card. A tour of the facility was given with a brief description.

Special Activities

October 31st

A Halloween parade was conducted as the children marched from classroom to classroom. Halloween polaroid photos were taken in the parent room of each child in costume by the Parent Resource Teacher as a fund raising project. Parents assisted in the project.

NOVEMBER

The Reading Coordinator inserviced the teachers on the new Comprehensive Reading Program. She disseminated vital information such as 1) survival skills for teaching reading (See Appendix U), 2) an outline of an intensive reading program (See Appendix V), 3) a brief description of the Comprehensive Reading Program from a bulletin along with (See Appendix V), and 4) the Kindergarten Learning Outcomes for four report periods.

November 5th

Teachers often asked parents, "Do you listen to your kids?" How many times can you remember your child pulling at the hem of your skirt, poking at your "tummy" or calling out "mama" repeatedly while you ignored him, continued to watch your soap opera, or kept talking on the phone? Unintentionally, you allowed him to refrain from speaking, to keep his feelings to himself and stifled his verbalization. Parents must begin to listen to their children so they will be good listeners in school. Children often times imitate parents behavior. The parent resource teachers summarized Faber and Mazlish (1984) by stating that "communication will be more effective with your child after reading the book." For instance, they said, "you will teach your child to understand, identify and communicate his or her feelings, discipline without hurting or alienation, help your child develop a positive and realistic self image and foster an atmosphere of love and respect in the home that

will change your lives in a positive manner".

Three reading readiness projects were presented to the parents to make with suggestions on how to use the material instructionally with their child.

1. Parts of the body puzzle (See Appendix X)
2. Name poster (See Appendix Y)
3. Rain on my Umbrella (See Appendix Z)

November 8th

Parents took their preschoolers to the Ringling Brothers Circus.

November 12th

A filmstrip entitled "Encouraging Healthy Development" was shown. Infants were depicted through language development thus revealing to parents progressive stages of infant verbalization.

November 19th

The Reading Coordinator explained the Kindergarten Comprehensive Reading Program and how parent involvement is important to the success of the child. (See Appendix AA) Reading readiness make and take games were made to develop sequencing, letter recognition and matching in upper and lowercase letters. Several handouts explaining the role of parents (See Appendix BB) were distributed. This was a very valuable and rewarding workshop. Parents were extremely satisfied with information and incentives.

November 26th

A Reading Comprehension and Testing Workshop was

conducted by the assistant principal. First, a test was presented to the parents (See Appendix CC) which made them realize the importance of understanding directions and what one reads. This was followed by a thorough review of a handout (See Appendix DD) about parents preparing their child for testing. Once again it was a very worthwhile session.

Field Trips

A Parent Library Club was formed to follow through on reading to their children on a daily basis. Every other week, parents walked to the library to renew, hand in or obtain new reading material.

DECEMBER

December 3rd

The parent resource teacher opened the session by asking the parents the following question, "Is your home an environment to acquire knowledge?" The training part of the workshop informed parents that their child's ability to begin reading instruction depended upon what was done before he/she started school. Factors influencing a child's reading readiness growth and development in the home are surrounding children with books, magazines, newspapers, record players, tape recorders, radios, televisions, clocks, measuring cups, thermometers, magnifying glasses, gardens and many other interesting things to stimulate childrens' educational curiosity. The home has many advantages that a school cannot duplicate. Toys in the home should develop muscle skills.

They should be safe, easily cleaned, attractive and durable. Preschoolers should have toys to squeeze, pull, push, stack, punch, pound, lift, balance, hang, throw, drag, steer, carry, climb, roll, take apart and put together. Childrens' readiness for reading relies on the development of physical skills. Large muscle development is needed for such things as holding a book whereas, smaller muscle development is needed for holding a pencil or focusing the eyes on the printed page.

Parents made a reading readiness Christmas Tree (See Appendix EE)

December 10th and 12th

The panel discussed Oppenheim's (1983) article on The Right Toys at the Right Age. Handout, Giving Good Toys, was used (See Appendix FF). The class reviewed the book Teachables from Trashables which contained directions for over 80 toys for infants through school-agers made from recycled material.

Toys 'n Things Press
906 North Dale Street
St. Paul, MN. 55103

Field Trip

December 2nd and December 6th

Library Club

Parents walked to the local library to check out picture books, books in rhyme and fairy tales.

Special Activities

December 17th-19th

Christmas Bazaar

December 18th

Christmas Assembly in auditorium

Photo with Santa in parent room as a fund raising project

JANUARY

January 6th

Parent Coordinator inserviced parent resource teacher on possible strategies to promote more parent involvement. The handouts (See Appendix GG and HH) were recommended.

January 7th

Your Home is your Child's First School

A pamphlet from the International Reading Association stimulated a discussion covering the nine topics below:

a. Understanding the Parents' Role.
   To surround your child with stimulating and educational materials.
b. Developing Physical Skills and Maturity
   To be aware of toys that fit your child's developmental needs.
c. Developing Intellectual Skills
   To allow your child to experiment and learn using as many of the senses as possible.
d. Remembering that Every Child is Different

To be aware of your child's individuality since all children develop at different rates.

e. Developing Good Speech and Language Patterns

To allow children to learn the speech he or she hears: Children learn best by imitating.

f. Developing Listening Skills

To accentuate good listening skills that are essential for good speech, vocabulary development and general language development.

g. Developing Visual Skills

To help your child to differentiate between similar objects.

h. Developing Social and Emotional Maturity

To provide children with experiences which bolster self-confidence and self-respect.

i. Reading to Your Child

To introduce your child to books at the age of three or four months by holding your child and reading aloud to him.

A handout entitled "Helping at Home" was also passed to every parent. (See Appendix II)

January 14th

A Reading Readiness Workshop was conducted by the librarian to share her expertise with the parents.

Purpose 1. To relate proven techniques in developing reading readiness in children by

helping them develop necessary skills in distinguishing likenesses and differences; hearing differences in sounds; and being able to classify and categorize objects around them.

Purpose 2. To exhibit library materials that will aid parents in preparing children to read.

Purpose 3. To teach and share songs/games that will help children to develop skills mentioned in #1.

Songs/Games

A. "If You're Happy" -- develops motor coordination, ability to follow instructions.

B. "Tall Man, Small Man" -- develops ability to distinguish likenesses/differences; ability to listen and speak in loud and soft voices; develops motor coordination.

C. "Rhythm Song" -- teaches motor coordination; ability to follow instructions and listening ability.

Purpose 4. To display books children enjoy at various age levels.

The librarian explained that several studies of children from widely varied backgrounds who learned to read easily and remained good readers throughout their school years have revealed that they had something in common. They all had been read to regularly from early childhood and had as models, adults or older children who read for pleasure.

She further related that it is widely acknowledged among experts that the most effective, simplest and most inexpensive way to foster a lifelong love of books and reading is to read aloud to children from literature that is meaningful to them.

Reading aloud to children does the following:

1. Promotes children's desire to read independently.
2. Promotes improvement of children's independent reading skills.
3. Allows young people to enjoy listening to books that would be too difficult for them to read on their own.
4. Allows a significant number of children to grasp material better through their ears than through their eyes.
5. Significantly broadens the reading interest and taste of children.

In order to prepare children for proper reading readiness, parents must provide them with the right experiences. The librarian suggested the following:

I. Two Way Communication - talk to children and equally important listen to what they have to say. Communication allows for vocabulary development, a pre-requisite to learning to read. Conversation is the tool used to accomplish initial language skill

development.

II. Read to Your Child - this encourages the desire in children to read. Listening to a parent read is stimulating and shows that books can be among the most exciting moments of one's life.

III. Be A Model - let your children see you reading, allow them to copy your actions.

Learning to read requires:

1. The ability to see likenesses and differences in detail. Help your child grow in his or her ability to discriminate usually by pointing out how things are alike and how they are different. i.e., Smooth/rough, hard/soft. The more details one is able to see; the closer one is to being able to read.

2. The ability to hear differences in sound is also critical to reading. Phonetic skills are more easily developed if children have had numerous experiences in sound perception. Give the child experiences in hearing long sounds and short sounds.

3. The ability to classify or categorize is a reasoning skill - a skill necessary if one is to learn to read.

Being able to reach a logical conclusion with the information at hand is an important skill in reading. This skill can be enhanced in children through their observation of things around them and the discussion of their observation with parents. Once a child is able to classify that an animal goes "meow", he knows it's a cat.

The concept of sequence is next. Example: parts of the day, seasons of the year. We get up in the morning, work/play during the day, sleep at night. The concept of sequence is important in learning to read, for letters convey meaning if placed in a certain sequence (dog, God) or no meaning at all, if in another sequence (odg).

Children must understand concept of sequence before they can read with any degree of understanding.

Interest was exceptional from the parents and knowledge from the professional was grasped immediately.

January 21st

Making educational projects was on the schedule, however, as time went on, parent response to making educational activities decreased. Reading readiness workshop participation grew weak. Other means of encouraging parents to become involved had to be implemented.

One excellent mode was to get a group of parents interested in performing in the annual Parent Activity Fair held in the month of May. Around the months of November and

December, everyone seemed to have Super Bowl Shuffle fever. (See Appendix JJ) So we took off with the "shuffle" by using the instrumental version of the shuffle recording and putting in our own words to explain the role of parents in the parent room. (See Appendix KK) The idea was presented in our overview meeting. The parent resource teacher presented her lyrics which explained her role. Other parents were asked in the meeting to spontaneously make up their own and it grew into 18 members of the CPC Shuffle. During workshop sessions, parents assisted each other with rhyming words, putting stress on words at given intervals and writing down what they do in the parent room in an orderly fashion. For many of the participants, rhyming became more meaningful, writing a brief paragraph or two about the parent room, putting phrases in sequential order, using the dictionary to obtain proper spelling of words, and synonyms to be used in verse made many reading readiness skills and techniques come alive in an interesting manner.

January 28th

This reading readiness workshop dealt with the typewriter as a teaching tool for preschool children. First, the preschoolers' interest is captured immediately. It is a machine and a gadget to explore. This was an opportunity for the parents to use the typewriter as a teaching tool.

Preschoolers could recognize letters and numbers if guided properly by an adult. Preschoolers could even type out easy words such as dog, cat, boy, girl and his or her

first name. Parents signed up for Beginning Typing classes now that manual typewriters were repaired. Parents spoke of refreshing and sharpening their typing skills, while others indicated their desire to learn how to type and to possibly obtain a job with their new learned skill.

Field Trips

No trips were scheduled due to inclement weather.

Special Activities

CPC Shuffle Group.

Typing class I, every Tuesday and Thursday for 45 minutes.

FEBRUARY

February 3rd

Informal teacher and teacher aide meeeting from 8:30-9:00 a.m.

Continental Breakfast - orange juice, coffee, tea and danish rolls, served by parent resource teacher. Discussion - Guided by head teacher: Topic - What Can we do to get more In-Classroom Participation?

The meeting was positive and brought out interesting ideas such as, teachers wanted parents to make classroom draperies, to make games as tutoring devices, to help in the classroom and some teachers preferred only specific times for the parents to participate in their classroom. Guidelines for planning and implementing Nutrition Education Activities in the classroom was dispersed. (See Appendix JJ)

February 4th

A parent meeting for all parents regarding lack of participation was scheduled.

See Appendix LL for Agenda

See Appendix MM for Letter sent out and

See Appendix NN for Activity sign-up sheet for the month.

February 4th, 5th and 6th

A Book Fair was sponsored. The Head Teacher and Parents sold the books in the corridors. Parents and children bought books and proceeds went to build the classroom libraries.

Tuesday, February 11th

Yusaf Ali El, poet and storyteller, conducted two reading readiness workshops which included parent/child development. He read When I Grow Up, a book depicting black characters in various careers.

He read his latest book that is to be published, My Father Knows, which highlights the role of fatherhood. The importance of reading, of playing, and doing meaningful activities with one's child was emphasized.

February 18th

Topic - Eating Well Can Help Your Child Learn Better

An IRA pamphlet was reviewed and distributed.

Handout - Food Before Six (See Appendix OO)

February 19th

A representative from the University of Illinois Extension program prepared various recipes using "Commodity Foods" such as, powdered milk, butter, cheese, honey and turkey.

Field Trip

None

Special Activity

Typewriting classes were now in session.

CPC Shuffle Group was held.

MARCH

March 4th

You Can Encourage Your Child to Read An IRA pamphlet was distributed and reviewed. Parents divided into groups to find readiness activities to make on the 18th of the month.

March 5th

Parent meeting - Calendar review and a handout called "How Parents Can Help Children Read" was discussed. (See Appendix PP)

March 11th

"Reading to Your Child: Tips for Parents" was an article in the News for Parents from IRA. (See Appendix QQ) Eight tips were shared with the parents as well as other interesting articles pertaining to reading plus another parent newsletter entitled "Creating a Love of Reading" and "What Parents Can do to Help Their Children". (See Appendix RR) Finally, a third newsletter for parents was read, "When

You Read with Your Child", offering ideas for parents when they read with their children. (See Appendix SS)

March 18th

The reading readiness workshop consisted primarily of making projects to develop readiness skills; Example: A Grow Chart (See Appendix TT) by which measuring would be taught. Homemade puzzles were also made to allow the child to develop his or her fine motor skills by fitting pieces of a picture together.

March 25th

After going to the Ice Capades and discussing the trip with the children, a parent brought in a pair of ice skates. The preschoolers were brought to the parent room, a class at a time, to have a "show and tell" experience. They were encouraged to communicate their field trip experience to and from the stadium. Then the ice skates were passed around for the children to put the skates on if they wished. This was a very unique experience for the parent and child. It developed new vocabulary words, like balance, ankles, straight, wobble, lace, blade and ice skates. Both enjoyed the experience.

Field Trip

Ice Capades

Special Activities

G.E.D. which was requested in the beginning of the school year, to be held in a classroom in the Child Parent Center. Parents were to attend and use the time as part of

their parent participation. The class finally started this spring. Daily 9:00-11:00 a.m.

March 4th

CPC Shuffle audition

Parents made their childrens' Easter baskets.

March 27th

Photos with the Easter bunny

Photographer - Parent Resource Teacher with instant camera - A fund raising project.

Every Friday, Nutrition and Exercise Class by a professional nutritionist and aerobic instructor.

Every Wednesday, Indoor Gardening classes.

APRIL

April 1st

You Can Help Your Child in Reading by Using the Newspaper.

Parent meeting - overview of calendar events.

April 8th

An IRA brochure was read with the parents. Newspaper activities were suggested and parents shared ideas on how they use the newspaper with their preschooler. Handout. (See Appendix UU)

April 15th

A consultant from the Chicago Sun-Times gave a workshop on how to use the newspaper with preschoolers. Several activities were introduced using the newspaper, i.e., Alphabet flash cards: capital and lowercase;

Number flash cards: 1-10; Name cards using the child's first name; finding and cutting the letters from the newspaper. Other games were presented, but the most favorable with the parents came when they played a hunting game whereby they had to find a 3 digit number, a female's name, a man's piece of clothing, etc. The first one to find all 20 items won a Sun-Times T-shirt, the second place winner, a cap and the third a scarf.

April 29th

The Sun-Times consultant left a book of newspaper activities and the parent resource teacher conducted the workshop. A few of the newspaper projects that were made were the following: A Math Number Book, A Science Picture Book, (we used the 4 basic food groups as our theme), A Coloring Book using the comics and a Newschild by taping the newspaper together, tracing and cutting out the child's figure from the newspaper. Some chose to paint on clothes, but the activity brought about great interest and excitement.

Field Trip

A walk to the local library.

Special Activity

CPC Shuffle Rehearsal (See Appendix VV)

April 17th Bake Sale

MAY

May 1st

Overview of May calendar of events.

Parent Meeting.

May 6th

"You Can Use Television to Stimulate Your Child's Reading Habits" was the title of the IRA brochure used to open another topic in a series of ten reading readiness workshops. Positive approaches to viewing the television screen were presented such as: enlarging a child's vocabulary; sharpening visual powers with parental guidance and developing good listening habits. All are important reading skills.

May 13th

TV guides were distributed and parents began to share educational television viewing experiences.

Morning Programs recommended were:

9:00	Sesame Street	Channel 11
10.00	Mister Roger's Neighborhood	
10:30	Reading Rainbow	
11:00	3-2-1 Contact	
11:30	Sesame Street	

Afternoon Programs:

2:30	Bugs Bunny	Channel 9
2:30	Fat Albert & The Cosby Kids	Channel 32
3:10	Reading Rainbow	Channel 11
3:45	Mister Roger's Neighborhood	
4:20	Sesame Street	
5:00	Wild, Wild World of Animals	

It was brought to the parents' attention that there are television series that have been based on modern literature such as The Little House on the Prairie, Sounder, and Where the Lillies Bloom.

Parents were also encouraged to read to their younger child about their favorite television celebrities on programs in the TV Guide or the television section of the newspaper.

May 20th

A Jewelry Workshop provided another means of promoting more participation. It tied in crafts with preschoolers' reading readiness skills. For example, parents were provided with beads to make costume jewelry. As they began to string beads in a specific sequential arrangement and began to have difficulty picking up the smaller beads, this provided an opportunity for the parent resource teacher to correlate the preschoolers' bead activity with the bead craft. Parents seemed to understand sequential order, pincher grip, visual differences and other skills of readiness youngsters learn with beads.

May 27th

Pot Luck Picnic

Oral Evaluation of Reading Readiness Workshops

Field Trips

The CPC Shufflers performed

May 7th at the Field Museum

May 14th Toured Lawndale Medical Center

May 20th National Consumer Education Fair

De Paul University - Downtown

Special Activities

May 2nd Jewerly Workshop

May 8th Recognition to Mothers (Mother's Day)

May 29th & 30th Rummage Sale

JUNE

June 2nd

Parent Meeting

Overview of June activities

Brochures were dispersed, "Summer Reading Is Important" explaining reading as an important and pleasant activity.

June 3rd

Reading Readiness Workshop (The ninth month)

Emphasis - Summer Reading Is Important Pamphlets "K-3 Summer Learning Fun" were distributed, read, and discussed. This is a ready reference for parents with reading games, activities and places of interest to take their children to during the summer months issued by the Chicago Board of Education.

June 10th

The parents were instructed to use the 1984 or 1985 ECIA, Chapter I Child-Parent Centers' Parent Action Fair booklets of educational activities. Parents worked on educational activities. They examined the booklets carefully and found activities that would help their child in an area

of reading readiness weakness. They constructed the project, explained how they used the learning tool with their preschooler and 1st, 2nd, and 3rd prizes were awarded to the projects having qualities of neatness, clarity of skill to be taught and following the directions.

1st Prize $10.00 Cash

2nd Prize $ 5.00 Jewel Certificate

3rd Prize $ 2.50 McDonald's Certificate

Twelve projects were submitted. Teachers and teacher aides came into the parent room to judge the projects. This was the highlight of the month.

Returning of all library books in parent room circulation area.

June 17th

The parent room was closed for cleaning.

June 24th

The Head Teacher inserviced teachers on examples of parent activities in the classroom. Two pages of ideas were distributed to teachers and teacher aides. (See Appendix WW)

June 25th

Parent Meeting for Summer Program

I. Remarks by Head Teacher on more In-Classroom participation.

II. Outline of parent program by Parent Resource Teacher.

A. Fun Fair - making booths, i.e.

B. Sewing classes

C. Parenting workshops

D. Reading Readiness Workshops

Summer Reading Fun - every Monday

Field Trips

June 5th - CPC Shufflers performed at South-Side Child Parent Center

June 11th - Depaul Graduation for Consumer Education workshop participants

June 13th a.m. - CPC Shufflers performed at the Children's Awards assembly

June 13th - Recognition Luncheon for parents

Certificates of Appreciation - CPC Shufflers

Certificates of Participation - Reading Readiness Workshop Plaques for the most involved parent. 1 mother and 1 father

JULY

The summer reading readiness workshops were changed to Mondays due to field trip experiences on Tuesdays.

July 7th

The workshop began with the distribution of the IRA brochure entitled "Good Books Making Reading Fun for Your Child". The brochure suggested fine literature -- interesting, well-written stories and poems as well as appropriate reading material for various age groups (infants, toddlers, preschoolers and school-age children).

July 11th

The parents assisted the parent resource teacher by

putting reading worksheets, math sheets, parent letters with reading tips and special project materials in an envelope for each summer reading fun participant. (See Appendix XX for a sample of the provided materials).

July 14th

The parent resource teacher read the parent letter aloud, went over the 5 day plan of reading events in detail and made the special project as instructed. After the demonstration of what the parents were to do with their child 15 minutes a day, Monday through Friday, a packet was given to each participant. Hillert's book My Yellow Boat was used in the first Summer Reading Fun session. Parents could buy the book from a given book store, borrow it from the library or borrow the parent resource teacher's copies.

July 21st

The same procedures were used as on the 14th of July, however, new material was passed out. The School Community Representative commented on how excellent the reading material was for the parents and children. She stated, that it allowed a special or private time each evening for communication and reading together. It also provided the child with similar instructions which would be presented in the classroom, thus, allowing the child to be ahead of the children not having this extra reading material.

July 28th

The next two packets were given to the parents so they could independently work on the last of the Summer

Reading Fun materials with their preschooler. And finally, a handout, "Picture Books for Young Children" (See Appendix YY) and "Lullabies: For Babies Only?" (See Appendix ZZ) was distributed.

July 29th

Parents were invited to a breakfast given by the parent resource teacher. All summer reading fun participants received a certificate for being faithful in their attendance and hard work with their youngsters in the area of reading readiness.

Field Trips

July 1st - Brick Yard Shopping Mall
(So-Fro Fabric Store)

July 2nd - Walk to neighboring child parent center to hear Jawanz A. Kunjufu's workshop presentation on his book Developing Positive Self-Images and Disciplines in Black Children.

July 8th - Villa Park Discount Shopping Area
(So-Fro Fabric Store)

July 15th - Planetarium, Museum of Natural History and the 12th Street Beach.

July 16th - walked to a nearby CPC for a work-shop presentation by Prince Yusaf Ali El poet and story teller.

Special Activities

Sewing classes - instructor - parent resource teacher.

Parenting workshops conducted by a

representative from the Cook County Hospital.

July 18th - Fashion Show

July 24th and 25th - Fun Fair

In summary, more motivation orientation and training was provided for parents, teachers and teacher aides, so, all concerned would develop the proper skills, methods or strategies to work cooperatively in the school setting.

Extra time needed to be devoted to the unmotivated parents. This was done in the form of recognition: verbally thanking a parent for attending a meeting, praising a parent for a well made "make and take" project and by letting parents know the positive things their children had done in the classroom. Another form was to introduce a variety of activities and special events: field trips, book fairs, newsletter involvement, parent room library duties and rummage sales to name a few.

Teachers also acknowledged parents as important members of the educational process. Examples were clearing comunicative barriers and having parents to help in establishing educational goals and objectives (in any degree). The solutions were not easy. However, with a well developed curriculum both student-centered and parent-centered, with emphasis on the value of the family and its involvement, this big challenge was well worth the effort when one considered the advantages for the preschoolers.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

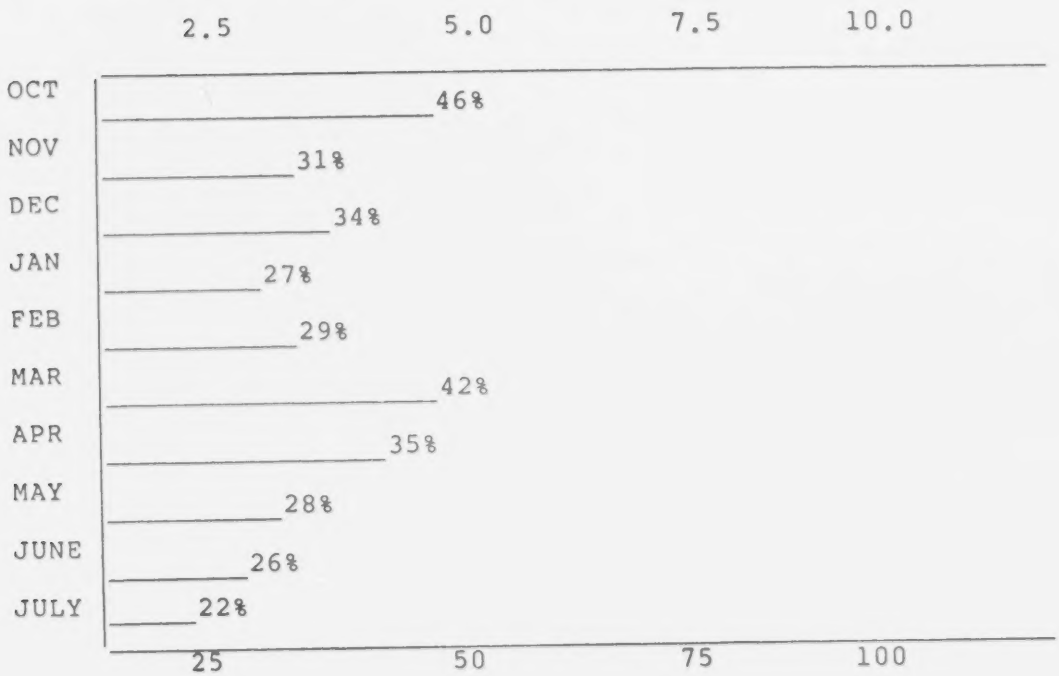
As stated in Chapter Three, this practicum was designed to increase parent involvement and to improve preschool reading readiness skills in a workshop training environment. It was hoped that the involvement of the parents in the reading readiness training would increase their interest and attendance records. The objective was to identify the parents who had poor attendance, to identify students who tested low in reading readiness skills (3 and 4 year old Chicago EARLY ASSESSMENT) and (5 year olds) the Language Development area on the Iowa Test of Basic Skills. Correlations were also established as to the parents who participated in the activities in the parent room, had children who scored far better in the area of reading readiness than the parents whose students did not participate in the parent room and school activities. With this being the case, a series of workshop sessions were developed to provide the parents with activities that were highly concentrated with reading readiness skills. A documentation of growth of the participants, revealed interest and signs of acquiring productive ideas to use with their children to make them more successful in school.

The first objective was that the writer would assess

a 90% increase in parent attendance at the Child Parent Center as a result of participating in the Reading Readiness Workshops. Unfortunately, this objective was not met and the table below depicts not a steady increase in parent involvement but a fluctuation of participation with the first and sixth months showing the greatest percentage of attendance.

Table 3

CPC'S PARENT ATTENDANCE



June and July are the months with the least participation. The administrators who were aware of this problem realized an air conditioner in the parent room would increase participation during the summer months. The parents worked

hard on fund raising projects to obtain an air conditioner. The fund raisers were successful. The air conditioner was purchased in the month of April. The summer program ended August lst. The air conditioners was not installed due to bureaucratic reasons. The engineer stated he is waiting for the approval from his supervisor to install. The time of installation is unknown.

One might also want to compare the March 1985 attendance record of Child Parent Center participants who did not have the reading readiness workshop experience with the March 1986 attendance record of CPC participants who had many enriching reading readiness activities experiences and workshops. The table below depicts such information.

Table 4

PARENT ATTENDANCE FOR THE MONTH OF MARCH 1986
(A total of 19 attendance days)

Room	Total Number of Parents in Classroom	% of Parents Minimum Days of Participation
100 A.M.	19	53%
100 P.M.	17	50%
103 KG	20	47%
104 A.M.	18	44%
104 P.M.	16	43%
105 KG	18	45%
107 A.M.	19	42%
107 P.M.	17	47%

Table 4 on page 53 shows an increase in the March 1986 attendance as compared to the March 1985 attendance of the parents at the Child Parent Center. Forty-two percent of the parents fulfilled their minimum 2-1/2 hours per week

Table 4 on page 53 shows an increase in the March 1986 attendance as compared to the March 1985 attendance of the parents at the Child Parent Center. Forty-two percent of the parents fulfilled their minimum 2-1/2 hours per week requirement in 1986 compared to the twenty-three percent in 1985. (See Table 2 on Page 7).

The second objective stated that as a result of the parent's workshop training in language development which included creating reading readiness activities and projects they used with their children after school, a percentile score of 75% or better would be obtained on the posttest of the 3 and 4 year olds, which was accomplished while the 5 year olds obtained 5 to 8 months growth from October to May as compared to last years Kindergarten scores. The writer was pleased to obtain the June posttest scores which reflected 60% of the kindergarten students gaining by 5 to 8 months.

Table 5

IOWA TEST OF BASIC SKILLS
TEST LEVEL 5 TEST FORM 7

Language Area

Student	Beginning of the 1985-86 School Year Grade Equivalent	%	End of the 1985-86 School Year Grade Equivalent	%	
ABN	K.3	54	K.6	44	
ABR	2.1	93	1.5	69	
BBW	K.6	66	* 1.5	69	P
BBD	P.8	24	* 1.6	44	
CBW	P.7	17	K.0	17	
DBW	P.8	24	* K.6	44	
DBT	P.5	7	P.6	04	
EBM	P.6	11	* 2.1	81	
FBS	P.5	7	P.9	13	P
FDJ	K.3	54	* 2.1	81	
FMS	K.6	66	* 1.1	66	P
HBK	K.6	66	K.3	31	P
HLM	K.6	66	* 2.1	81	P
HBR	P.8	24	* K.6	44	P
LLM	P.7	17	* K.3	31	
SBT	P.8	24	K.2	26	
SBM	P.8	24	---	--	
SRC	P.9	31	---	--	

* Indicates 5 to 8 months gain.
P Indicates parent participation.

Kindergarten Group A

Sixteen students were pre and post tested. The teacher was most cooperative. She had high expectations for all of her students, strongly encouraged parents to participate in the classroom, encouraged tutoring and set up meetings in the parent room to explain the importance of participating in the reading readiness workshops, was very responsive to the parent resource teacher, submitted a variety of reading readiness projects that correlated directly to the classroom instruction. Students appeared to

be more interested in school, more verbal and more responsive to learning. Table 5 also reveals significant gains.

Table 6

IOWA TEST OF BASIC SKILLS
TEST LEVEL 5 TEST FORM 7

Language Area

	Beginning of the 1985-86 School Year		End of the 1985-86 School Year		
Student	Grade Equivalent	%	Grade Equivalent	%	
AMD	K.2	49	K.2	26	
BML	P.1	1	---	--	
CMJ	K.0	38	* 1.0	57	P
CMT	P.6	11	---	--	
DMT	1.5	85	* 2.7	90	P
GMT	K.2	49	P.9	13	
HCA	P.7	17	* K.2	26	
HMC	P.4	4	* 2.1	81	
HLJ	P.0	1	---	--	
HML	P.7	17	* K.3	31	
JMA	P.9	31	---	--	
JMJ	K.2	49	K.2	26	P
MMC	P.7	17	* 1.0	57	
MMT	K.3	54	* 1.0	57	
MML	P.6	11	* K.6	44	
OMA	P.5	7	* K.2	26	
SMD	P.8	24	* K.3	31	
SMK	K.3	54	K.3	31	
SAV	P.6	11	* K.3	31	
WTM	P.6	11	K.3	31	

* Indicates 5 to 8 months gain.
P Indicates parent participation.

Kindergarten Group B

Sixteen students were also tested. This teacher was not as cooperative. She felt that if a group of children were having difficulty with reading readiness skills that she just did not have the time to repeat or to go back. She merely gave them a low grade and excelled with the students

who were on target. Parents were not encouraged to tutor or participate in an academic manner. A unit on careers was introduced during the year and about five parents were asked to come up to school on a given day to share with the students their job experiences. The children guided by the teacher, wrote experience stories about the careers.

Invariably, the table reveals that her students gained even though parent participation was not as great as the other kindergarten teacher. She also submitted a book entitled From Here to the Edge of the World to the parent resource teacher. This was an ongoing project for the entire school year. The parent was to read the book and do the various activities independently. If a parent ran into difficulty, the parent resource teacher guided and instructed him/her so that the task was carried out successfully.

As a final survey, it was interesting to note the results of the workshop evaluation forms filled out at the end of each month. (See Appendix AAA) Below is Table 7 depicting numerical ratings which reflected the opinion of a majority of the parents who responded from October through July.

Table 7

WORKSHOP EVALUATION

Months	10	11	12	1	2	3	4	5	6	7
Part I										
Reading Readiness Training	1	1	2	1	1	1	1	1	1	1
Part II										
Homework for Preschoolers	1	2	3	4	3	1	1	2	1	1
Part III										
Make and Take Projects	1	2	3	4	3	1	1	2	1	1
Field Trip Experiences	3	1	0	0	0	1	3	1	1	1
Guest Speaker	0	1	0	1	1	0	1	0	0	1

Ratings:

0. was added to indicate "did not occur".
1. Excellent; 2. Very Good; 3. Average; 4. Poor

Conclusions

As summarized in the results of this practicum, parent attendance did not increase steadily to 90%, rather a sporadic participation was depicted with the first and sixth months of the ten month period of implementation being the greatest. The first month brought out many curious parents. A variety of interesting activities and events were set up. As the reading readiness workshops and activities progressed, writer as well as administrators saw a decline in interest which made the author add new activities, call for more meetings, make more telephone calls and home visits only to increase the parent involvement the sixth month slightly under what was depicted the first month.

The report further described how to implement a

successful reading readiness workshop training program for parents and an inservice program for teachers and teacher aides in strategies, methods and activities to develop reading readiness skills and to work more harmoniously so that the preschoolers can be more successful in school. Administrators, teachers and teacher aides all suggested that the reading readiness intervention program be offered the next school year, due to the gains depicted in the Chicago Early Assessment of the 3 and 4 year olds and 5 year olds on their Iowa test of Basic Skills. Teachers and administrators felt that a plan had already been set up and had been implemented with positive results so that next year's gains would be even greater.

The most challenging objective of all was to observe the parents as reading models for their children. As a result of the added adult reading material, as well as for the child's reading pleasure, parents were actually coming into the parent room to read a magazine article they had not finished or looking for the next month's issue to read. Teachers and teacher aides were constantly referring to more pleasant storytime sessions and that students were asking to share with the class a book that mom had read the night before.

Growth was revealed in the parents that attended the workshops as well as their children. It has been suggested that the theme for next year should be "Getting Your Child Ready to Read" and to use the same plan of implementation

with adjustments, added activities and possible new ideas.

Recommendations

1. To obtain maximum participation in the parent room, constant and immediate follow-up by telephone calls and home visits will have to be carried through on a daily basis.

2. Principal and Head Teacher are going to have to eliminate several students from the program to allow other parents to fully realize that we intend for them to meet their School-Home agreement or such consequences will be the result. The administrators might have to face a drop in enrollment, classes cut, government funds reduced, etc. to encourage better attitudes, attendance and cooperation among parents.

3. Since the majority of the parents are in the adolescent category, new strategies must be presented to encourage them to attend. These parents are merely children raising children. They have dropped out of school, become a teen-age pregnancy statistic and make up a good percentage of our illiterate population.

   a. The Child Parent Center needs to incorporate a new guideline to the program. It should mandate that any parent without an elementary or high school certificate enroll in an adult continued education program, preferably a G.E.D. class that would be conducted in a classroom on the Child Parent

Center site to eliminate baby-sitting problems.

b. The Child Parent Center would obtain additional funding for a G.E.D. instructor and materials to carry out plan (a).

c. The Child Parent Center would include in the budget, admission fees for parents so they can attend: plays, concerts, museums and other cultural activities, so that exposure to the fine arts could be experienced with guidance.

4. Teachers should be inserviced on screening and testing devices used in the Child Parent Center. Administrators often times make the assumption that teachers are fully aware of how such an instrument is used to gain full instructional level benefits.

5. Working with passive, illiterate adults takes patience, understanding and an insight to take off on a project or opportunity when you see your strategy is not bringing about your desired results.

6. Periodic interaction between parent, teacher, school community representative, head teacher, and parent resource teacher is essential to assure the parents that they are an integral part in the molding of their children to be better performing students.

7. Obtain all test materials three to four months in advance to insure implementation on schedule.

8. A positive attitude among all staff members involved is a must for the success of such a project. The

leader might want to extend him/herself by adding donuts to the coffee break or share a favorable munchy recipe with the staff.

9. Incentives were a positive factor in getting parents to attend, i.e., field trips experiences, refreshments, door prizes, the CPC Shuffle performance, outside resource people, make and take projects, awards, certificates and a strong emphasis before leaving the parent room that they are needed for the bake sale, the rummage sale, the bazaar or whatever the next project or activity might be.

Dissemination

The reading readiness training workshops for the parent, preschooler, teacher and teacher aides have proved to be interesting, informative, and effective in increasing readiness scores in the five skill areas: gross motor, fine motor, language, visual discrimination and memory for the three and four year olds. The following skill areas: listening, word analysis, vocabulary, language and mathematics, were increased for the five year old students. With these favorable results in mind, the following dissemination methods have or will be used:

1. At the final Reading Readiness Workshop, the children's Chicago Early Assessment percentiles and the Iowa Test results were analyzed with the parents which allowed them to appreciate their efforts put out in the ten-month program.

2. At an 8:30-9:00 a.m. meeting, teachers compared and analyzed test results in relation to parent participation, revealed that their additional assignments of reading readiness activities and/or projects did show some positive results. New insights on how to further assist the students in this area were revealed. And finally, teachers agreed or disagreed on strategies that worked or did not work best for them.
3. The practicum will be shared with the head teacher and the principal where the implementation took place.
4. A copy of the practicum will be sent to the parent coordinators and to the Early Childhood Program officials district wide.
5. All twenty-five Child Parent Centers will be provided with abstracts of the report.

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APPENDIX A

THE EARLY ASSESSMENT

EARLY ASSESSMENT – CLASS SUMMARY SHEET

Date of Testing 10/85 (Mo. / Yr.)

School Child Parent Center Teacher MRC Class Pre-Kg. Room Number 104

Item No.*	1	2	3	4a	4b		5	6	7		8	10	11	17	18	15	20	22		13	14	16		9	12	15	21	23		Summary Percentile Ranks by Area† (See tables in the EARLY Assessment Manual.)				
Pupil's Name	Tiptoe (3)**	Walking a line (3)	Hopping (3)	Throwing (2)	Catching (4)	TOTAL Gross Motor (15)†	Copying designs (4)	Parallel lines (3)	Blocks-bridge (3)	TOTAL Fine Motor (10)†	Number concepts (3)	Directions (4)	Prepositions (2)	Big (3)	Recept. voc. (6)	Action in picture (5)	Function (6)	Expressive voc. (7)	TOTAL Language (36)†	Matching symbols (7)	Puzzles (3)	Sorting shapes (3)	TOTAL Visual Disc. (13)†	Colors (8)	Counting (5)	Recall words (11)	Body parts (5)	Comprehension (4)	TOTAL Memory (33)†	Gross Motor	Fine Motor	Language	Visual Discrim.	Memory
1. NCA	3	3	3	1	4	14	2	3	3	8	3	4	2	3	6	4	6	5	33	6	2	2	10	8	5	11	5	0	29	90%	60%	70%	60%	80%
2. ACB	3	3	3	1	3	13	4	2	2	8	1	4	2	3	5	5	6	4	31	1	0	3	4	8	3	7	5	4	27	80%	70%	50%	40%	80%
3. ACB2	3	3	2	1	2	11	0	0	1	1	1	1	1	1	1	1	1	4	11	0	0	1	1	0	2	1	5	3	14	50%	10%	10%	10%	10%
4. ICD	3	3	3	1	1	11	2	0	2	4	1	4	2	3	5	5	5	7	33	1	0	1	2	0	2	1	4	2	19	50%	20%	60%	10%	30%
5. ACG	3	3	3	1	1	11	4	2	3	9	2	4	2	3	6	2	5	7	31	1	0	1	2	0	3	1	4	2	20	40%	80%	50%	30%	30%
6. CCG	3	1	3	2	2	10	0	0	1	1	1	1	1	1	2	1	3	5	15	0	1	1	2	0	1	7	5	2	15	40%	10%	10%	10%	10%
7. MCH	3	2	3	1	4	13	1	3	2	6	2	4	2	3	0	2	3	6	22	5	0	1	6	2	4	11	5	4	26	80%	40%	20%	20%	60%
8. BCI	3	3	3	2	4	15	2	0	3	5	3	2	2	3	5	4	6	6	31	5	0	1	6	6	4	11	5	0	26	100%	20%	50%	20%	60%
9. BCL	3	3	2	1	1	10	4	1	2	7	2	4	2	3	5	4	6	6	33	6	0	3	9	1	3	10	4	4	22	40%	50%	60%	50%	40%
10. CCP	3	3	3	2	2	13	0	1	3	4	1	2	1	0	6	5	5	5	25	6	3	1	4	0	1	7	5	0	13	70%	10%	20%	10%	10%
11. DCP	2	1	0	2	3	8	1	0	1	2	1	1	1	1	6	4	4	7	29	0	0	1	1	0	3	6	4	0	13	20%	10%	20%	10%	10%
12. SCW	3	3	3	2	2	13	4	1	2	7	2	4	2	3	6	5	3	5	30	6	0	3	3	8	2	8	5	4	27	80%	50%	40%	10%	60%
13. VCW	2	2	3	2	2	11	1	1	1	3	2	1	2	1	4	3	6	2	21	1	0	1	2	0	1	10	5	2	18	50%	10%	20%	10%	30%
14. SCW2	3	3	1	2	1	10	2	1	2	5	2	4	2	3	6	4	3	6	30	5	0	3	8	7	4	7	4	0	22	30%	30%	40%	30%	40%
15. DCW	3	2	3	2	4	14	4	0	1	5	3	2	1	3	5	5	2	6	27	5	0	3	8	4	2	11	4	1	22	90%	30%	30%	40%	40%
16. DCA	3	3	3	2	2	13	4	3	3	10	2	2	1	3	5	5	5	7	30	4	3	3	10	6	2	10	5	1	24	70%	100%	40%	30%	50%
17. WCS	3	3	3	2	4	15	4	3	3	10	3	4	2	3	5	5	6	6	34	7	2	3	12	8	3	11	5	2	29	100%	100%	70%	80%	60%
18.																																		
19.																																		
20.																																		
21.																																		
22.																																		
23.																																		
24.																																		
25.																																		

*Please indicate the raw scores for each of the 23 items. Items are listed according to gross, not sequence. **The numbers noted with each item represent the maximum score that a child may receive. †Translate total raw scores for each area into percentile ranks and enter in appropriate columns under Summary Percentile Ranks by Area.

ETA 3609

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APPENDIX A

CHICAGO PUBLIC SCHOOLS
DEPARTMENT OF GOVERNMENT FUNDED PROGRAMS

APPENDIX B

ECIA CHAPTER 1 PRESCHOOL ENTRY ASSESSMENT APPLICATION
(To be completed prior to Elementary Enrollment Form)

70

NAME OF SCHOOL Child Parent Center DATE 9-9-85

NAME OF PUPIL LMH SEX F

ADDRESS 1300 S. Avers BIRTHDATE 6-10-82

Chicago, Illinois 60623

I. FAMILY PROFILE

1. Total Family Income $350./mo.

2. Source (s) of Income: ☐ Private Employment ☐ Social Security
☐ Government Employment ☐ Other Benefits ☒ Public Assistance
☐ Other

3. Number in Household 3

4. Adult Members in Household: 1

Name	Relationship	Birthdate	Highest Grade Completed	Employed
CMH	Mother	3-18-68	10	No

5. Other Children in Household: 1

Name	Birthdate	Name of School Attended	Participant in Title I Activities?
SMH	5-24-84	-	-

1

PRESCHOOL ENTRY ASSESSMENT APPLICATION
(continued)

6. Has child previously attended a preschool program? ☐ Yes ☒ No

If yes, which? _____ When? _____

7. Child lives with: ☐ Both mother and father ☒ Mother

Father Guardian

8. Has anyone other than parents cared for child? Yes No

If So, who and when? _____

9. Printed materials in home: Newspapers Magazines Books

Other _____

10. What language or languages are spoken at home? English

11. Does your child speak English? ☒ Yes ☐ No

12. If he doesn't speak English does he understand English? ☐ Yes ☐ No

II. DEVELOPMENTAL HISTORY OF CHILD

1. Was your pregnancy and delivery normal? ☐ Yes ☒ No

If not, in what way? Premature and a C-Section

2. Weight of child at birth: 5 lbs. 6 ounces

3. At what age did the child sit alone? 7 mos.

Walk? 11 mos. Talk? 18 mos.

4. Can your child use the bathroom alone? ☒ Yes ☐ No

5. Does he suck his thumb, bit his nails, or have temper tantrums?

☒ Yes ☐ No If so, which? Sucks two fingers and temper tantrums

6. Does he help dress and undress himself? ☒ Yes ☐ No

7. Has your child had any of the following? If yes, include dates and specifics.

Contagious diseases No

Operations No

Serious injuries NO

Visual problems NO

Hearing problems NO

Physical handicaps NO

Speech problems NO

Allergies NO

8. Does your child have colds frequently? [X] Yes [ ] No

9. Has your child ever been hospitalized? [ ] Yes [X] No

If yes, when, for how long, and for what?

10. Is your child currently being treated by a doctor or clinic?

[X] Yes [ ] No If yes, for what? Regular office visits.

11. Do you have a Case Identification Card for Medical Services?

[X] Yes [ ] No If yes, what is your number? 201 023456

III. SOCIAL DEVELOPMENT

1. What does your child most often like to play with? Dolls.

2. Who are his playmates? Cousins

3. Name of television programs that he watches regularly: Sesame St., Cartoons and Cosby show.

4. How often do you read to your child? Not often.

When and what kind of books? At night. The Bible.

5. Can your child tell you about what he sees? [X] Yes [ ] No

6. Does your child usually sleep through the night? [X] Yes [ ] No

7. Does your child have night fears? [ ] Yes [X] No

PRESCHOOL ENTRY ASSESSMENT APPLICATION
(continued)

9. Are there any problems or situations that might be affecting your child or family that you would like us to be aware of at this time?

No

IV. CHILD-PARENT CENTERS ONLY (To be used only when this assessment is for participation in the Child-Parent Center activity.)

1. How did you learn about the Child-Parent Center? Auntie

2. What do you expect your child to get from attending the Child-Parent Center?

How to write her name. Learn the ABC's, Numbers and how to play with other children.

3. The Child-Parent Center activity requires parent participation. How much time per week can you devote to the program?

2½ hours per week.

Signature of Interviewer

Parent Resource Teacher
Title

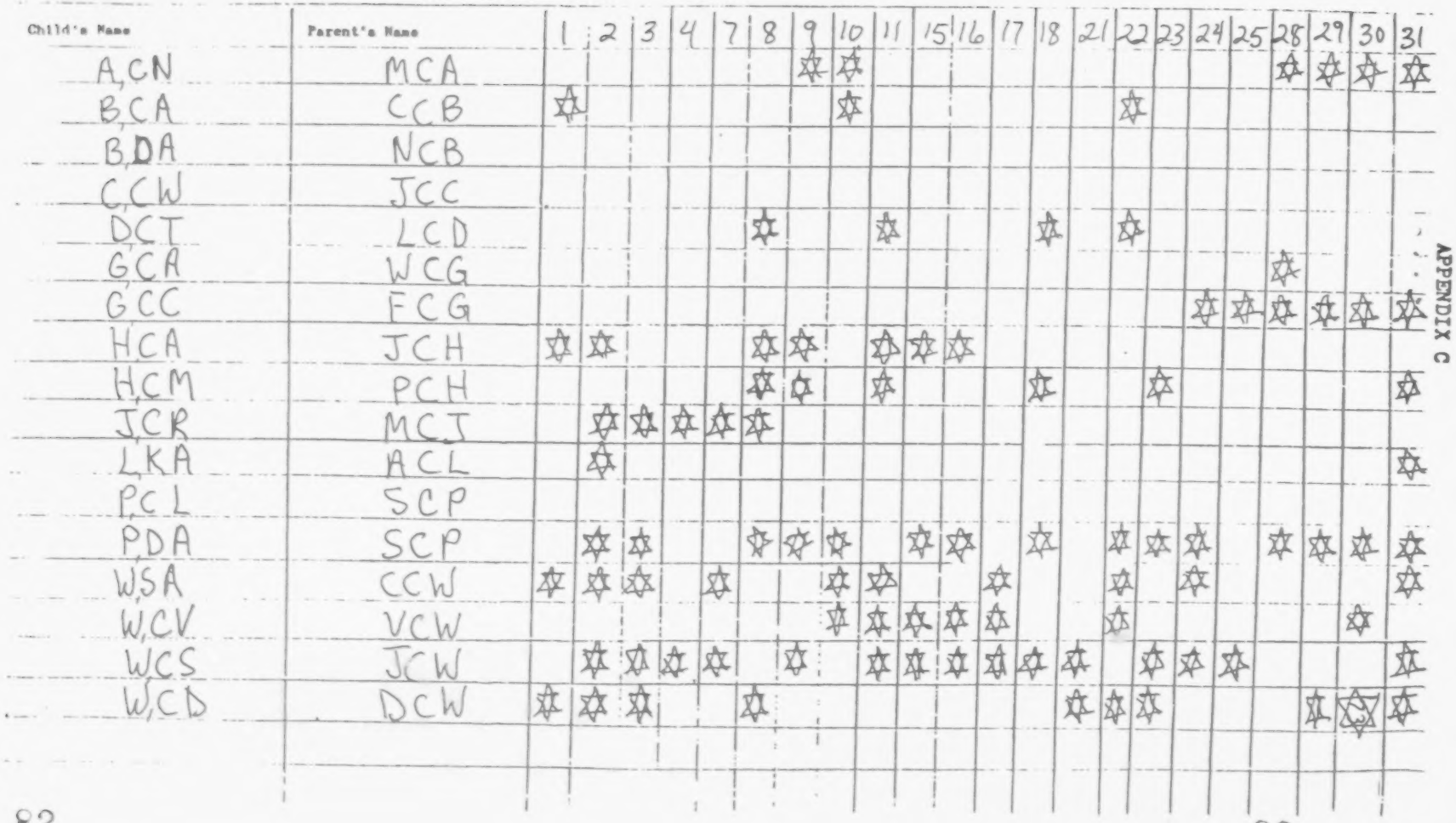
9-9-85
Date

APPENDIX C

MONTHLY ATTENDANCE WALL CHART

Olive Child Parent Center — Room # 104A.M.

Ms. C. Vail, Parent Resource Teacher — Age Cycle 3 — Month October



APPENDIX C

APPENDIX D

INDIVIDUAL ATTENDANCE CARD

APPENDIX D

ECIA CHAPTER I CHILD-PARENT CENTER ACTIVITY
PARENT VOLUNTEER

SCHOOL YEAR 85-86

BOARD OF EDUCATION CENTER Child Parent Center

AGE CYCLE 3

NAME VCW

ADDRESS 1300 S. Avers

TELEPHONE 522-0405

DAYS AVAILABLE: (Circle)
S (M) (T) (W) (Th) (F) S

WHEN: (Circle)
(AM) PM EVG.

STATUS: (Circle)
(At Home) Working Student Training

COMMENTS:

75

INTERESTS: O Preferred
✓ Possible
X Would like to learn

- ✓ Play musical instrument
- ___ Dance
- ___ Type
- ___ Paint
- O Sew
- ___ Crochet
- O Out-of-door games
- O Help in classroom
- ✓ Help on trips & parties
- ___ Collect clothes for play
- ___ Sing
- X Read & tell stories
- ___ Carpentry
- ✓ Cook & bake
- ✓ Knit
- X Indoor games
- ✓ Help with meals
- ___ Help with health
- ___ Shop for supplies
- ___ Small jobs at home
- ___ Other

INTERVIEW DATE: 9-9-85

COMMENTS:

NAME VCW SCHOOL YEAR 85-86 GRAND TOTAL 87

SEPTEMBER

S	M	T	W	Th	F	S
						2
3	4	5	6	7	8	9 ✓
10	11	12 ✓	13	14	15	16 ✓
17 ✓	18 ✓	19	20	21	22	23
24	25	26	27	28	29	30

TOTAL 6

OCTOBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10 ✓	11 ✓	12
13	14	15 ✓	16 ✓	17 ✓	18	19
20	21 ✓	22	23	24	25	26
27	28	29	30 ✓	31		

TOTAL 7

NOVEMBER

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

TOTAL 0

DECEMBER

S	M	T	W	Th	F	S
1	2	3	4 ✓	5	6	7
8	9 ✓	10 ✓	11 ✓	12	13	14
15	16 ✓	17	18 ✓	19 ✓	20 ✓	21
22	23	24	25	26	27	28
29	30	31				

TOTAL 8

JANUARY

S	M	T	W	Th	F	S
						2
3	4	5	6 ✓	7	8	9
10	11	12	13	14	15	16 ✓
17 ✓	18	19	20	21	22	23 ✓
24	25	26	27	28	29 ✓	30 ✓

TOTAL 5

FEBRUARY

S	M	T	W	Th	F	S
						1
2	3	4	5 ✓	6 ✓	7 ✓	8
9	10 ✓	11	12	13 ✓	14	15
16	17	18	19 ✓	20 ✓	21 ✓	22
23	24	25	26 ✓	27	28	

TOTAL 10

MARCH

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11 ✓	12 ✓	13 ✓	14 ✓	15
16	17	18 ✓	19 ✓	20 ✓	21	22
23	24	25 ✓	26 ✓	27 ✓	28	29
30	31					

TOTAL 10

APRIL

S	M	T	W	Th	F	S
		1	2 ✓	3	4	5
6	7	8 ✓	9 ✓	10 ✓	11 ✓	12
13	14 ✓	15 ✓	16 ✓	17	18 ✓	19
20	21	22	23	24	25	26
27	28	29	30			

TOTAL 9

JUNE

S	M	T	W	Th	F	S
1 ✓	2 ✓	3 ✓	4 ✓	5 ✓	6	7
8	9	10 ✓	11 ✓	12 ✓	13 ✓	14
15	16	17 ✓	18	19	20	21
22	23	24	25	26	27	28
29	30					

TOTAL 8

JULY

S	M	T	W	Th	F	S
		1 ✓	2 ✓	3 ✓	4	5
6	7 ✓	8 ✓	9	10	11 ✓	12
13	14	15	16	17 ✓	18	19
20	21	22	23	24 ✓	25 ✓	26
27	28	29	30	31		

TOTAL 9

AUGUST

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TOTAL 0

June 25th beginning of Summer Program.
August 1st end " " " .

APPENDIX E

CHICAGO PUBLIC SCHOOLS
DEPARTMENT GOVERNMENT FUNDED PROGRAMS
BUREAU EARLY CHILDHOOD PROGRAMS

'77

Child-Parent Center _____ Address _____ Phone Number _____

SCHOOL-HOME AGREEMENT

Child-s Name _____

The Center's Agreement

1. We agree to give this child the best education possible in this center.
2. We agree to try to do everything possible to provide the child with a happy and successful learning experience.
3. We agree to keep the parent informed of the child's progress and development in the center.
4. We will welcome visits by the parents to the center.
5. We agree to provide a meaningful and varied parent program.

The Parents' Agreement

1. I agree to bring my child to school every day. Children must report at _____ a.m. to receive breakfast. Afternoon classes begin at _____ p.m.
2. I agree to pick up my child from school each day on time. Children are dismissed at _____ a.m., or _____ p.m.
3. I agree to participate in the parent program at least one-half day per week.
4. I agree to read all notes and to fill in any forms from the center and have them sent back to the center promptly.
5. I agree to have all physicals and innoculations completed in a timely manner.
6. I agree to do everything possible to cooperate with the center to assist our child's growth and development.

WE AGREE TO WORK TOGETHER

Principal's signature _____ Parent's signature _____ Date _____

This document is an agreement between the school and the parent to work together in helping the child achieve maximum educational growth.

Parent signs agreement in duplicate
1 copy - parent receives
1 copy - remains on file at school

DK:af

CLASSROOM PARTICIPATION

Room 105

Parent's Name	Date	Time-In	Storytime	Special Projects	Field Trips	Toilet Lunch Recess	Work in Small Gr.	Time-Out
LBB	12-9-85	9:05		Breakfast				9:30
YBF	12-9-85	10:15				Toilet	X	11:00
RBF	12-11-85	10:00	X					10:30
ABH	12-13-85	11:00				Lunch		11:30
LBL	12-18-85	9:05	X	Art		X	X	11:30

APPENDIX F

IN-CLASS PARTICIPATION SHEET

79

DAILY ATTENDANCE PAGE

14

81

Monday Sept 24, 1984

	100	103	104	105	10
Sandra Hale	✓				
Gwendolyn McGarry					
Jackie Ammons	✓				
V. Tipton			✓		
Jacqueline Taylor	✓				
KALEN CHANDLER	✓				
Patricia Williams	✓				
Michael Dubois	✓				
Lina Wahlen			✓		
Bridgette Smothers					✓
Mary Dorsey		✓			
Sherrell Slaughter					✓
albert Pearson	✓				
Ms. Patsy Mitchell	✓		✓	✓	
PATRICIA FENDER			✓	✓	
Linda Howard			✓		
Katrina Conn		✓			
GENELL YANKIEWAX			✓		
Lonnie Barrett	✓				

APPENDIX H

PARENTS IN THE CLASSROOM CAN

Parents in the classroom can assist in the:

- Development of ethnic or regional units appropriate to the children, using local people and resources.
- Wash toys in disinfectant solution
- Cut pictures from magazines for reserve picture files.
- Go through children's cookbooks and lists of instant foods to copy out convenient, suitable foods for children to make with a teacher.
- Prepare arts and craft materials for future use, especially as on-the-spot rainy day teaching aids.
- Help children wash and hang up doll clothes.
- Repair toys, equipment, furniture, etc.
- Mend doll clothes, dress up clothes, etc.
- Help sort and clean up art at the end of the day.
- Sort and dust the supply and storage closet.
- Mix paint colors for the next day.
- Cut cloth and fancy paper into bits for collage work the next day.
- Make blank page booklets containing 4-6 pages. Staple colored paper on pages as a cover.
- Use the teacher's pattern to make needed things for the Sound Table Game (the letter and sound being studied each week): letters, sandpaper letters, etc.

Parents in the classroom can assist . . .

. Come and visit with the children at lunch. This is language development.

. Come as a resource or "treat" person to do a speciality of theirs with the children. Teach a few words of a foreign language, play a musical instrument do woodworking, lead a physical fitness project, etc.

. Come by appointment as a private time person for a child who for any reason might need this special individual attention.

. Assist supervising free play.

. Tutor a child regularly with materials prepared by the teacher.

. Help staff with nonconfidential paper work.

APPENDIX I

THINGS PARENTS CAN DO IN CLASSROOM

100
1. READING STORIES
2. HELP CUT WITH SCISSORS
3. HELP PUT PUZZLES TOGETHER
4. PLAY GAMES WITH CHILDREN
5. SHOW COLOR FLASHCARDS AND NUMBER CARDS

103
1. PLAY LEARNING GAMES WITH CHILDREN
2. ASSIST CHILDREN IN STRINGING BEADS ACCORDING TO A PATTERN
3. READ A STORY TO A GROUP OF CHILDREN
4. REVIEW ALPHABET FLASH CARDS
5. ASSIST THE CHILDREN WITH LACING CARDS
6. DO THE "SELF ESTEEM" PROJECTS WITH INDIVIDUAL CHILDREN

104
1. WORK WITH KNOBBED PUZZLES
2. WORK WITH CHILDREN IN PLAY HOUSE
3. WORK WITH SORTING BOX
4. ASSIST CHILDREN WITH ART PROJECTS
5. HELP CHILDREN WORK WITH CLAY

105
1. READ STORIES
2. WORK WITH SMALL GROUPS
3. INDIVIDUAL TUTORING

4. WORK CHILDREN WITH ART PROJECTS

5. HELP CHILDREN WORK WITH CLAY

107 1. ASSIST WITH BREAKFAST

2. MONITOR BOOK NOOK

3. READ A STORY TO THE CLASS

4. RECITE NURSERY RHYMES OR POEMS

5. PLAY GAMES WITH CHILDREN

6. ASSIST CHILDREN IN USING SCISSORS CORRECTLY

7. SHOW CHILDREN HOW TO LACE

8. SHOW CHILDREN HOW TO TIE THEIR SHOES

9. ASSIST WITH LUNCH

PART I

Communicating with Parents

Why does a child learn or fail to learn? The conditions for learning are numerous, of course, and they are created at school and at home. Both school and home, both teachers and parents, contribute greatly to a child's learning, but neither one can single-handedly produce all the conditions on which learning depends. A competent and dedicated teacher cannot do the job alone, nor can a loving and conscientious parent.

But no one has to do the job alone. Teachers and parents can talk with each other, try to understand each other, and work together toward their shared goal: helping a child learn.

The Need to Communicate

Many parents play an active role in their children's formal education. Some maintain regular contact with classroom teachers. Some help children at home with their school assignments. Some provide children with books, games, and many learning experiences. With parents like these, a foundation already exists for systematic, purposeful communication with teachers. Most of these parents are quite willing to learn more about the school's programs and open to specific suggestions about how they can supplement those programs at home.

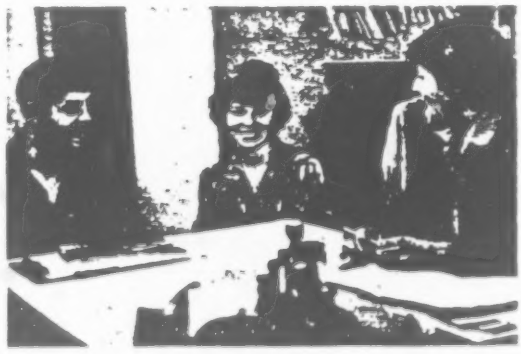
There are other parents who are almost completely uninformed about what goes on at school, and seemingly uninterested. Establishing communication with these parents is more difficult but potentially more rewarding. Some may come to realize for the first time that they *do* have something to contribute, that they *can* reinforce classroom learning, that the school *wants* them to participate.

A desire that virtually all parents share is to see their children learn in school. And if parents are asked *what* learning they are most concerned about, the most common answer would be learning to read. A teacher who wants to involve parents in the school's reading program — explain it to them, show them how they can help — starts out with a significant advantage. Every parent knows that learning to read is important.

For some teachers, parental involvement may not seem totally desirable at first. You might fear that because parents are not trained in instructional approaches, they cannot help your students learn to read. In fact, by using methods different from yours, different terms, different concepts, a parent may even undo your work. While such a concern is understandable, what is needed is not a "keep hands off" policy (which you cannot enforce anyway) but better understanding. A parent who knows what you are doing can support your efforts at home.

Parents who are well informed will also have more positive feelings about the school, and they can pass their feelings on to their children. Without direct communication with the school, parents are likely to feel confused. They generally get from their children a fragmentary, distorted idea of what happens in the daily school routine:

> PARENT: What did you do in school today?
> CHILD: Nothing.



Young children may bring papers home occasionally; older students bring textbooks and perhaps homework assignments. Yet parents have no clear idea of just what is being taught, how, or why.

Media reports about changes in education and problems in the schools can confuse parents too. Unless they know what is going on in their children's school, misconceptions are natural. By establishing better communication with parents, you can provide them with accurate information and at the same time enlist their help.

Besides, communication is a two-way street. As you get to know the parents better, you also learn more about your students. You may learn about family attitudes and circumstances that affect children's behavior and performance at school. You may find explanations for problems you did not understand. You may develop insights into how you and the parents together can help the children.

You may develop insights into how you and the parents together can help the children.

Good communication depends mainly on a willingness to talk and listen. Parents must be willing to ask questions and express concerns. Teachers must be willing to listen, to discuss, to explain, to satisfy curiosity, to assuage worries — and also to learn from the parents. Out of this open communication, a spirit of cooperation can develop.

Communicating About Reading

The need for communication between teachers and parents is of course pervasive: there are times when you will want to talk with parents about many aspects of their children's education. This monograph focuses simply on reading. It discusses ways to give parents an understanding of how you are teaching their children to read and ways to enlist their helpful participation. Some of these methods of communicating are applicable to other areas too, while some are specific to reading and to a school that uses the Houghton Mifflin Reading Program.

Introducing the Program. Because of its importance and because of parents' interest, the subject of reading can easily be the primary focus of the first parents' meeting of the school year. Or a special meeting on reading can be held early in the year. The value of such a meeting is magnified if the school has just begun a new reading program. It is important that parents receive accurate and firsthand information about the new program.

The introductory meeting should be scheduled at a time when working parents can attend. Announce in advance that this is an information session with time for questions and answers. Have program components available for display, and be sure teachers will be on hand to answer questions. You can prepare suggestion sheets to distribute or have a supply of printed material (such as "Your Child and Reading," available from Houghton Mifflin) that discusses ways in which parents can encourage children to read.

You might wish to ask your local Houghton Mifflin representative or consultant to participate in the program and provide a brief overview from the authors' point of view. Parents frequently find this of interest. It helps them understand the reasons for a school's commitment to a particular reading program.

The principal, a supervisor, or a teacher designated by the principal might briefly describe the reading plans for the year, the school's objectives, and ideas for parental involvement to help students reach their individual goals.

Also, you might want to set up activities around the meeting room or in classrooms and schedule parents into lesson simulations at different levels of the program. A parent might be assigned to a set of lessons where the same skill is being taught at different levels. This is an easy way to explain the continuity and consistency of the Houghton Mifflin Reading Program.

The most important outcome of an introductory meeting is the rapport you establish with the parents. You can "demystify" the teaching of reading by sharing your plans, your program, and your objectives. You can assure parents of your intent to keep them up to date on their children's progress. By emphasizing the value you place on their interest and active participation, you will encourage their continued involvement.

Individual Communications. During your first year of using the Houghton Mifflin Reading Program, you may wish to keep the subject of reading as the central theme of all your large parent-teacher meetings. Even with such meetings, however, individual parent-teacher conferences remain the single most useful means of communicating about a student's problems and progress and providing pertinent information about the reading program. During the conferences, you can offer specific suggestions to parents on how they can help and encourage their children's progress in reading. Conferences should be scheduled with all parents, whether or not their children are experiencing difficulty. Parents will feel more positive about school if they can look forward to receiving "good" news from their children's teachers.

Individual parent-teacher conferences remain the single most useful means of communicating.

Communication need not be limited to formal conferences. The Houghton Mifflin Reading Program includes an optional component to help teachers sustain communication: Parent Letters and Activities. The letters offer a convenient, well-planned way of conveying information to parents regularly. In addition, the letters point out how parents of younger students can become involved in helping their children master the basic decoding and comprehension skills at home; parents of older students can help maintain and broaden their children's skills and interest in reading. Part II of this monograph explains the Parent Letters. Part III contains some specific suggestions that teachers can pass on to the parents of beginning and developmental readers.

Workshops and Projects. Some school systems may wish to schedule a series of workshops or meetings at which parents learn about and work with some of the techniques used to teach their children to read. Part IV of the monograph describes one especially useful workshop. It provides a detailed explanation of how to use Houghton Mifflin's "Primer for Parents" in order to give adults a better idea of what learning to read is like. Although this workshop is aimed specifically at parents of beginning readers, it can also prove interesting for parents of older students, content-area teachers, and administrators.

Many activities at all levels of the Houghton Mifflin Reading Program involve student projects and presentations such as displays, story dramatizations, original plays, puppet shows, and the like. Any of these activities can be an occasion for one class or grade to invite parents and friends to come to school and "see what we're doing in reading." It can also be another way of establishing communication.

There are many avenues for communicating with parents. The most important principle is that the communication be frequent and constructive. Your efforts in this area can bring significant benefits to you, the parents, and the students.

As the school year progresses, parents will have many questions about their children's progress and about the techniques used in the reading program. It is important for parents to feel free to ask questions; it is equally important that they receive thoughtful answers. Part V of the monograph lists some of the common questions you can expect to hear and suggests responses to them.

PART II

Staying in Touch

Although no communications are more productive than face-to-face meetings, there are obvious limits to how many meetings you can have with parents. Between meetings, parents continue to be concerned about how their children are progressing, what strengths and weaknesses they have in reading, and what skills they are being taught in the reading program.

Many teachers try to stay in touch with parents throughout the school year. Perhaps you encourage your students to take worksheets home. But you can never be sure that the papers will be looked at if they get there — and if looked at, will they be understood except for what is correct or incorrect? Perhaps you also write notes to parents for particular reasons at particular times. But how many notes can you write to how many parents? In addition to notes about the student or the program, there should be materials that children and parents can work with together at home. But what teacher or group of teachers has the time and resources to provide all that is desirable? Because of these needs and the practical inability of teachers to meet them alone, the "Parent Letters and Activities" were developed as an optional component of the Houghton Mifflin Reading Program.

The letters contain suggestions for family activities that can reinforce skills and encourage independent reading.

Parent Letters and Activities

The letters, compiled in a booklet of duplicating masters, have been designed to aid teachers in communicating with parents. They explain the skills and techniques used in the program, in language parents understand. They also contain suggestions for family activities that can reinforce skills and encourage independent reading.

Parent Letters have been prepared for every level of the reading program. "Letters" are sent to the parents of beginning readers; in the intermediate levels the information is sent in the form of "memos"; parents of junior high students receive "newsletters." A Spanish edition of the letters is available for Spanish-speaking parents, with artwork and activities written in English identical to that in the English-language version. The intent here — with the letter in Spanish and the activity in English — is to help Spanish-speaking parents work with their children who are learning to read English.

An introductory letter for each level tells a child's parents about the textbook their child is starting to read and mentions the skills that will be taught. The number of letters to be sent during the remainder of the year varies with each level. At the readiness level, for *Getting Ready to Read,* there are eight Parent Letters, one for each cycle (section) of the level. There are two Parent Letters for each of the three preprimers, *Bears, Balloons,* and *Boats* (Levels B-D). For the other levels of the program, there are two letters for each of the magazines in the Reader: six letters for each of Levels E through J and eight letters for each of Levels K through O. In addition to explaining the specific skills being taught, the letters describe the topics and ideas in the students' reading selections. Suggestions are provided for helping develop students' interests in a topic and for encouraging further reading.

The Parent Letters relate directly to the child's work in the classroom. The approaches to skills development suggested in the letters are consistent with those used in the reading program. For example, the first letter accom-

panying *Getting Ready to Read* suggests that parents help their child with letter sounds but cautions them not to teach these sounds in isolation, a practice that can cause distorted pronunciation. The letter explains that in *Getting Ready to Read* children are taught sounds in words, not as isolated letter sounds.

Parents can have a crucial role as reinforcers. For this reason, the Parent Letters contain ideas for parent-child or family activities that are related to reading. There are suggestions for questions that parents can ask about the selections that students have recently read. There are suggestions for dictionary and other referenee-book practice, use of magazines and newspapers, word games and puzzles, and various home and community activities. In all levels there are titles of books that children may enjoy, either as listeners or as silent readers. Some of these recommended books are also listed in the bibliographies of the students' texts.

All of the primary-level letters and many of the intermediate-level memos include a sheet called an Activity Board. Each Activity Board contains a skill-related or story-related activity that can be pasted onto cardboard or construction paper. Some activities can be done with the guidance or participation of a parent or other family member, and some can be done independently. The Activity Boards contain games, puzzles, and writing and drawing activities. Many are reusable, particularly the game boards.

There is no separate activity sheet for students at the junior high levels. Instead, the newsletters contain word game and puzzle sections directed to the students.

Some sample Parent Letters and Activities are shown in reduced size on the following pages. On page 6 of the monograph are the first two letters for Level A, *Getting Ready to Read*. On page 7 is a letter for Level B, *Bears*, and the introductory letter for Level C, *Balloons*. Page 8 has a memorandum for Level K, *Gateways* (along with the last page of another memorandum). Page 9 contains the first two newsletters (and part of a third) for Level O, *Awards*.

Individualizing the Letters

Using the Parent Letters makes it possible for teachers to keep parents fully and frequently informed about the ongoing reading program, providing information and suggestions that few teachers would have time to compile on their own. If the letters are sent regularly, parents will look forward to receiving them and will feel that they are being kept up to date about their children's progress in reading.

The letters can be adapted to individual needs in several ways. You can add notes or comments on each child's progress. If, for instance, part of a letter deals with a skill with which a child is having trouble, you can mark that paragraph and ask the parents to take extra time to work on the skill. You should also note the progress and positive gains made by individual students. If a child has shown a special interest in the subject of a selection, you can provide suggestions for ways the parents can follow up at home. Other information you might add to the Parent Letters would be listings of new books in the school or public library or outstanding children's books that have recently been published. If certain books seem especially appropriate for a particular child, you could note those titles on the letter. Or you might wish to send an appropriate Houghton Mifflin Reading Program MiniBook home with the letter so that the child can share it with parents or brothers and sisters.

The Parent Letters provide teachers with a particularly interesting channel of communication: a report on progress and activities coordinated to the reading being done in school. At the same time, the letters allow teachers to add personal touches appropriate to a particular student.

COMMUNICATION

THE MORE COMFORTABLE CHILDREN ARE WITH SPEECH, THE MORE COMFORTABLE THEY CAN BE WITH READING.

READ BOOKS THAT HAVE SOUND EFFECT WORKS IN THEM. WITH PICTURE BOOKS, ADD SOUND EFFECTS FOR DIFFERENT ANIMALS, OLD RATTLY CARS, TRAINS OR BELLS.

DISCUSS SOUNDS FROM:

RADIO AND TELEVISION

LIVE PERFORMANCES

RECORDS

YOUR ENVIRONMENT

FOR POSITIVE SELF-CONCEPTS:

LISTEN TO YOUR CHILD. TAKE TIME TO LISTEN.

SHARE YOURSELF WITH YOUR CHILD. TALK WITH YOUR CHILD.

LET HIM/HER KNOW WHAT IS OF VALUE TO YOU.

PRAISE YOUR CHILD. GIVE YOUR CHILD HONEST PRAISE NOT FLATTERY. HELP YOUR CHILD ACCET FAILURE.

SHARE YOUR CHILD. HELP YOUR CHILD EXPRESS WHAT IS IMPORTANT TO HIM/HER. CHILDREN NEED OTHER ADULTS AND CHILDREN.

PROVIDE HIM/HER WITH A VARIETY OF EXPERIENCES AND PEOPLE.

APPENDIX L

MOTHER TO SON

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor--Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now--
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes

HEY BLACK CHILD

Hey Black Child
Do you know who you are
Who you really are?

Do you know you can be
What you want to be
If you try to be
What you can be.

Hey Black Child
Do you know where you're going
Where you're really going.

Do you know you can learn
What you want to learn
If you try to learn
What you can learn.

Hey Black Child
Do you know you are strong
I mean really strong

Do you know you can do
What you want to do
If you try to do
What you can do.

Hey Black Child
Be what you can be
Learn what you must learn
Do what you can do

And tomorrow your nation
Will be what you want it to be.

Eugene Perkins

APPENDIX N

WHAT SHALL I TELL MY CHILDREN WHO ARE BLACK 101

What shall I tell my children who are black
Of what it means to be a captive in this dark skin?
What shall I tell my dear one, fruit of my womb,
Of how beautiful they are when everywhere they turn
They are faced with abhorence of everything that is black.
The night is black and so is the boogyman.
Villians are black with black hearts.
A black cow gives no milk. A black hen lays no eggs.
Dad news comes bordered in black, mourning clothes black.
Storm clouds, black, black is evil.
And evil is black and devils food is black...

What shall I tell my dear ones raised in a white world
A place where white has been made to represent
All that is good and pure and fine and decent,
Where clouds are white and dolls, and heaven
Surely is white, and cotton candy and ice cream
and milk and ruffled Sunday dresses
And dream houses and long sleek Cadillacs
And angel's food is white...all, all...white.

What can I say therefore, when my child
Comes home in tears because a playmate
Has called him black, big lipped, flatnosed
And nappy headed? What will he think
When I dry his tears and whisper, "Yes, that's true.
But no less beautiful and dear."
How shall I lift up his head, get him to square
His shoulders, look his adversaries in the eye,
Confident in the knowledge of his worth,
Serene under his sable skin and proud of his own beauty?

What can I do to give him strength
That he may come through life's adversities
As a whole human being unwarped and human in a world
Of biased laws and inhuman practices, that he might
Survive. And survive he must! For who knows?
Perhaps this black child here bears the genius
To discover the cure for.....cancer
Or to chart the course for exploration of the universe.
So, he must survive for the good of all humanity.
He must and will survive.
I have drunk deeply of late from the fountain
Of my black culture, sat at the knee and learned
From Mother Africa, discovered the truth of my heritage.
The truth, so often obscured and omitted.
And I find I have much to say to my black children.

Dr. Margaret Burroughs

YOU CAN BE LIKE MARTIN

BY MILDRED D. JOHNSON

APPENDIX O

MARTIN HAS A PEACEFUL BOY,
AND PEACEFUL WHEN A MAN.
HE WANTED PEACE FOR EVERYONE,
ALL THROUGHOUT OUR LAND.
YOU CAN BE A PEACEFUL CHILD,
AND EVEN A PEACEFUL MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN HAS AN INTELLIGENT BOY,
INTELLIGENT WHEN A MAN,
HE WANTED GOOD SCHOOLS FOR EVERYONE,
ALL THROUGHOUT OUR LAND.
YOU CAN BE AN INTELLIGENT CHILD,
EVEN AN INTELLIGENT MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN HAS A PROUD BOY,
AND PROUD WHEN HE 'CAME A MAN.
HE TRIED TO TEACH PRIDE TO BLACK PEOPLE,
ALL THROUGHOUT OUR LAND.
YOU CAN BE A PROUD CHILD,
AND PROUD WHEN YOU'RE A MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN HAS A READING BOY,
KEPT READING WHEN A MAN.
HE KNEW GOOD READERS WHERE NEEDED,
ALL THROUGHOUT OUR LAND.
YOU CAN BE A READER,
AND READ ON WHEN YOU'RE A MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN HAD A DREAM YOU KNOW,
WHEN ALL PEOPLE WOULD BE FREE,
TO WORK AND LIVE TOGETHER,
IN A COUNTRY FILLED WITH PEACE.
YOU CAN BE A DREAMER,
KEEP DREAMING WHEN A MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN LUTHER KING WAS A WARRIOR OF LOVE.
A KIND AND LOVING MAN,
HE WANTED ALL TO BE LOVING,
ALL THROUGHOUT OUR LAND.
YOU CAN BE KIND AND LOVING,
GROW TO BE A LOVING MAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

MARTIN LUTHER KING SANG, "WE SHALL OVERCOME,"
SANG IT THROUGHOUT THE LAND.
YOU CAN OVERCOME, MY CHILDREN,
YES, YOU CAN.
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!
YOU CAN BE LIKE MARTIN,
YES, YOU CAN!

COMPREHENSIVE READING PROGRAM
LEARNING OUTCOMES

KINDERGARTEN
First Reporting Period

Strand	Outcome	Testing Focus
(WA)	1. Identifies rhyming words	Oral words and sentences and pictures
(C)	2. Recognizes likenesses and differences	Shapes, sizes, letters, and pictures
(C)	3. Follows oral directions	Two- and three-step procedures
(SS)	4. Completes patterns	Shapes and letters

Second Reporting Period

Strand	Outcome	Testing Focus
(C)	5. Demonstrates understanding of spatial and temporal relationships	Pictures reflecting location, time, and order
(C)	6. Identifies details	Oral stories and pictures
(C)	7. Recognizes classifications	Pictures
(C)	8. Recognizes sequence	Pictures

Strands: WA-Word Attack, C-Comprehension, SS-Study Skills, L-Literature

Note. From The Implementation Handbook for the Comprehensive Reading Program of the Chicago Public Schools (pp.10-11) by The Board of Education, 1985, The City of Chicago. Reprinted by permission.

KINDERGARTEN

Third Reporting Period

Strand		Outcome	Testing Focus
(WA)	9.	Recognizes initial consonant sounds in words	Oral words and pictures
(C)	10.	Predicts outcomes	Oral selections and pictures
(C)	11.	Associates meaning with the printed word	Written words and pictures
(C)	12.	Draws conclusions	Oral selections and pictures

Fourth Reporting Period

Strand		Outcome	Testing Focus
(WA)	13.	Recognizes upper- and lower-case letters	Upper- and lower-case letters
(C)	14.	Identifies main ideas	Oral stories and pictures
(C)	15.	Distinguishes fact from fantasy	Oral selections and pictures
(C/L)	16.	Identifies main characters	Oral stories and pictures

Strands: WA-Word Attack, C-Comprehension, SS-Study Skills, L-Literature

Note. From The Implementation Handbook for the Comprehensive Reading Program of the Chicago Public Schools. (pp. 10-11) by The Board of Education, 1985, The City of Chicago. Reprinted by permission.

APPENDIX Q

Teacher Classroom Activities

Room Number: 100

Month: December

Name of activities:

1. Christmas Card

2. Star ornament

3. Christmas Stocking

Directions:

1. Using old Christmas cards, cut out pictures to paste on an 8½ " by 11" sheet of folded construction paper. Use a magic marker to write in simmple phrases such as: Happy Holiday, Merry Christmas and a closing message like Happy New Year or Love with the child's name.(Parent or aide can assist with the writing.)

2. Pre-cut a star from a small paper plate. Have each child decorate with red, silver and green glitter. Punch hole and hang up with a string.

3. Using the provided stocking pattern, cut a stocking from red or green felt cloth. Add a white felt cuff and sew according to directions on pattern.

Class Membership: 16

APPENDIX R

Room 100 Month December

Classroom Projects

1. Christmas Card
2. Star Ornament
3. Christmas Stocking
4. Reading readiness Christmas Tree

	Child's Name	Parent's Name	1	2	3	4
1.	KHB	DHB	X		X	
2.	JHC	BHC	X	X	X	X
3.	KHD	JHD	X	X	X	X
4.	THD	JHD	X	X	X	X
5.	CHD	CKD			X	X
6.	SHG	SHG			X	
7.	MHH	AHH	X	X	X	
8.	KHK	CHK			X	
9.	MHN	GHN		X	X	
10.	MHT	BHT			X	
11.	RHW	AHW	X		X	
12.	LHW	DJW			X	
13.	NTJ	GHJ			X	
14.						
15.						
16.						
17.						
18.						
19.						
20.						

APPENDIX S

TUTOR'S ASSIGNMENT SHEET

kg.

Pupil WBB

Activity:

Reading Readiness

_____ name writing
_____ vocabulary
_____ alphabets
_____ letter sequence
__x__ picture sequence
_____ comprehension
__x__ sight words
_____ other

Mathematics

____ writing numerals
____ ordinal number
__x__ addition facts
__x__ subtraction facts
__x__ time
____ money
____ other

APPENDIX T

Library Trip Form

Child Parent Center

October 17, 1985

Dear Parents,

A walking trip to the library has been planned for the morning and afternoon parents. A tour of the library will be given as well as an opportunity to bring books home to read to your child. If a library card is desired, 2 I.D.'s are necessary when you fill out the application form. Cards can be obtained and books borrowed on the day of the trip.

A.M. Monday, October 21st 9:00 - 10:30 A.M.

P.M. Monday, October 28th 12:00 - 1.30 P.M.

- -

Return bottom portion to Room 106

_____ I will be attending the walking trip to the Douglas Library.

_____ I will not be attending the walking trip to the Douglas Library.

Ms. Weil
Parent Resource Teacher

SSFTR

(Survival Skills for Teaching Reading)

Before you begin to teach any subject, be sure to establish with the children the correct standards of behavior expected. How are they to manage the materials and themselves?

Don't assume they know how you want things done just because they have been in school for three or four years. No two teachers set the same standards. Some teachers have a lower noise level tolerance than others; some are highly annoyed at having children out of their seats for even a valid reason; some teachers feel secure in their control only when everything is highly structured; others can laugh and joke, speak softly and have excellent control in the midst of "organized chaos".

While you are instructing a group and the others are working on their own, what are some of the things you need to establish ahead of time?

a. Do they have everything they need at their desks? Will they need to get out of their seat for anything? How about to sharpen a pencil?

b. Where are the materials kept? Will they have to come and ask you or have you designated someone to whom they can go for help?

c. What about interrupting you while you are teaching?

d. What about talking to neighbors? Are there valid reasons?

e. What can you do when you are finished? Where do you do it? How do you do it? With whom can you do it?

Be consistent. Be positive. Reinforce appropriate behavior. Many times a compliment to a student exhibiting on task behavior will stop the inappropriate behavior of another without even speaking to that student. When you even call the name or give a direction such as "sit down", that student has accomplished what was wanted - your attention!

Now that standards are established and the children understand what is expected of them, take a few minutes each day to refresh the short memories and to give instructions as to the objectives to be accomplished. Let each group know what their tasks are and give them the opportunity to ask questions at that time.

When using an instructional levels program, teachers are faced with working with two, three, and sometimes four groups in a classroom. Their most common cry is "How can I keep the other groups out of my hair while I'm working with one group of children?"

The most commonly used solution is seatwork which reinforces skills just taught that day or skills taught in previous lessons. However, some children finish rapidly while other children need constant direction in what to do. The following suggestions will be helpful in dealing with these problems.

1. Always appoint helpers, monitors, particularly from the enrichment and average groups, to whom children can go for information and help in completing worksheets. These should be children whom you are sure will be able to provide the needed information.

2. Have a reading center somewhere in the room. This could be stocked with library books of all kinds; books that enhance the literary theme of the units in which the children are working; books that have selections in GRP; supplementary readers of all kinds appropriate to the levels at which the children are reading for instruction.

The following are suggestions for general group management. They include ideas for correcting errors, giving directions, and planning instructional time for slower learners as well as some ideas about "what do I do with everyone else?"

1. When giving directions, ask children if the directions are clear. The question "Does everyone understand what they're supposed to do?" implies that you think some pupils are too dumb to understand. No one wants to admit that.

2. Be sure to clarify directions on all Skillpack and Studybook pages. Don't just hand them out expecting everyone to be able to do them. They may find terminology they do not understand. They may not understand the mechanics of answering. They may not know the concept and need instruction first! The entire page may need to be a directed lesson.

3. When correcting errors, never criticize the children. Discuss the correct answer. Maybe the student has a very logical reason for the answer that was given. Allow the children to change their answers. More learning will take place when the children correct their own work and they find out why their answers were right or wrong than when you correct it. Tests should be corrected by the teacher, but daily work should be corrected by the students themselves.

4. Take the lowest group second. These children generally have short attention spans and cannot do sustained work for long periods of time. By taking them second, they are working independently first, receiving teacher instruction and finishing up with follow-up or enrichment activities. This effectively breaks up the reading period into three smaller time periods and does not require intensive and lengthy periods of concentration.

5. Make time for an occasional "wide reading activity" or "free day." This would be a reading period in which the children are free to do anything that pertains to reading. They may read a library book, a supplementary reader, work with a reading game, watch a filmstrip that tells a story or provides review of skills, work with the portrayal of a book in an art medium. This "free day" gives the children a breather from the daily routine and also provides you with some time to work with children who need additional skill review. If you choose to work with these children at this time, be sure that you use a game activity so these children will not feel they are being penalized.

6. Learning Centers - many teachers like to use games and learning centers for reinforcement and enrichment of reading skills which have been taught. This can be an extremely effective and enjoyable way of reinforcing skills if used correctly. The following pointers should be kept in mind when preparing materials and activities.

a. Reading games and centers are intended to supplement, not replace, the basal reading program. They must be preceded by teacher instruction and used to reinforce skills already taught.

b. Activities for learning centers and games should be chosen because they will help individuals or small groups.

c. The objectives of the activity should always be explained to the children. When they know the how, why, or what of the activity they will learn better than those who have no idea of what they are doing.

d. Children's performance in a game or learning center should be evaluated for diagnostic purposes. Just as a child's performance on a written activity can point out skill weaknesses, so can performance in a game activity point out skill weaknesses.

e. Adapt as many games as possible so they can be used for more than one purpose. Many activities can be used with small groups as well as indviduals. Many activities can be adapted so they reinforce more than one skill.

f. Learning centers need not be elaborate. When your primary concern is the beauty of the center, you often lose sight of the main objective which should always be that of meeting individual needs.

g. Keep the directions simple. Activities should be self checking.

7. Interest Centers - focusing on language arts and exploring all the facets. You may want to set up and label centers:

a. Take Five and Read!
b. So You Want to Write a Sequel!
c. Shhh! Authors at Work!
d. Tell a Story to a Friend.
e. Read to a Buddy!
f. Listen to your favorite story.
g. Look for Details.
h. Classify Books.

8. There is nothing wrong with having children complete a penmanship assignment or write and illustrate a story during the time they are to be working independently.

9. How else could the Skillpack and Studybook pages be used? There are suggestions for additional ways to use the Studybook pages in the margins. Try some.

10. When children are reading an excerpt from a novel by a well-known author, they can be required to read the entire novel or another novel by the same author and report either orally or in writing on the book.

11. Stories with lots of conversational passages can be rewritten in play form with suggestions for the acts, scenes and props. They can follow the play format described in the dramatic selection in their reader.

12. Pupils can rewrite a story from another point of view. For example, if the story was written in the third person point of view, they can write it in the first person point of view.

13. If pupils have completed the reading of a story which takes place in another time, they can compare modes of dress, home life, transportation, entertainment, with that of today.

14. If pupils have just completed reading a story about a well-known person or event, they can read another story or book about the character or event and compare the two for differences and similiarities.

15. If reading informational material, pupils can be required to compare realistic fictional portrayal of the same information with the given factual selection.

16. At the completion of each unit, outside reading can be required for the "theme" of the unit. These readings can then be compared for similarities and differences between characters, setting, mood, plot development.

Activities #10-16 are suggestions for working with enrichment pupils.

APPENDIX V

INTENSIVE READING PROGRAM

THE DIRECTED READING LESSON

I. Build experiential background.

What is a directed reading lesson? What does it entail?

The directed reading lesson suggests a procedure that encompasses a developmental reading experience conducted under the direct supervision of the teacher. It implies an organizational pattern for grouping and the selection of appropriate instructional materials. It is a child-centered activity. It is aimed at accomplishing the objectives of the total reading program:

Awaken interest in reading
Develop word perception skills
Develop comprehension skills
Develop interpretation skills
Develop study skills
Develop ability to read orally and silently
Develop appreciation of good literature

II. Present the sequence and development of skills.

The directed reading lesson includes five developmental steps:

A. Preparation
   - Motivate interest
   - Build background and set scene
   - Introduce new vocabulary

B. Reading
   - State purpose
   - Ask guiding questions
   - Provide for individual differences

C. Interpretation
   - Lead discussion of story
   - Guide purposeful rereading
   - Stimulate critical thinking

D. Development of skills
   - Develop word perception skills
   - Extend comprehension and study skills
   - Use skill-building exercises

E. Extension of experiences
   - Recommend library books
   - Discuss pupils' extra reading
   - Correlate reading with other learning experiences

Readiness (For this part of the lesson, no books are in the hands of students.)

A. The teacher first links the experience of the students to the material about to be read.

B. The teacher then attempts to motivate the students (capturing as much interest as possible and involving the students in the discussion).

C. He states the major purpose(s) of reading.

D. In discussing new words and concepts, the teacher—

draws definitions and synonyms from students through discussion and questions.

uses pictures when applicable.

uses flash cards at times.

provides sentences with blanks to be filled in.

writes on the board some key sentences or phrases from the selection.

uses the glossary or dictionary (but avoids making this time a period for vocabulary study).

uses charts.

Directed Reading (Books are distributed if directed reading is done in class, or reading may be assigned for homework.)

A. The students read silently in terms of the major purpose(s) determined under "Readiness."

B. The students may also read for secondary purposes, dependent upon level, group, or material.

C. The students should be guided toward full understanding of the material, in addition to fulfilling the purpose(s).

Check on Understanding

A. Checks on understanding may be written or oral or both.

B. Checks should include an appraisal of literal comprehension, interpretive ability, and vocabulary.

Skill Development

A. At this point a specific reading skill may be taught — preferably one growing from a need based on the reading.

10. The Comprehensive Reading Program

A new citywide reading program has been approved for the Chicago Public Schools effective September 1985. This Comprehensive Reading Program has the following major components: developmental reading, with attention to specific skill development; corrective reading; remedial reading; recreational reading; and reading for enrichment. The program is to be implemented using the following guidelines in every elementary school.

- All students, kindergarten through eighth grade, should be taught using a basal reader as the core of the reading program.
- The basal reader placement test should be used in determining initial student placement.
- One hour per day, four days per week, should be spent using the basal reader materials. Additionally, 30 minutes per day, five days per week, should be spent on skill emphasis, including correction, remediation, the development of higher level thinking skills, and related language-arts activities. One hour, one day per week, should emphasize recreational and enrichment reading.
- All students should be required to read a variety of materials.
- All students must be tested on the learning outcomes by means of criterion-referenced tests.
- Students who have mastered basic reading skills should not receive repeated instruction in these skill areas.
- When a student's instructional level is below the student's assigned grade level, every effort should be made to close the gap.
- The management and monitoring system should be followed in reporting and assessing student progress.
- This entire program must be monitored closely by the principal and the elementary school district superintendent.
- Parent involvement should be an integral part of the reading program.

APPENDIX X

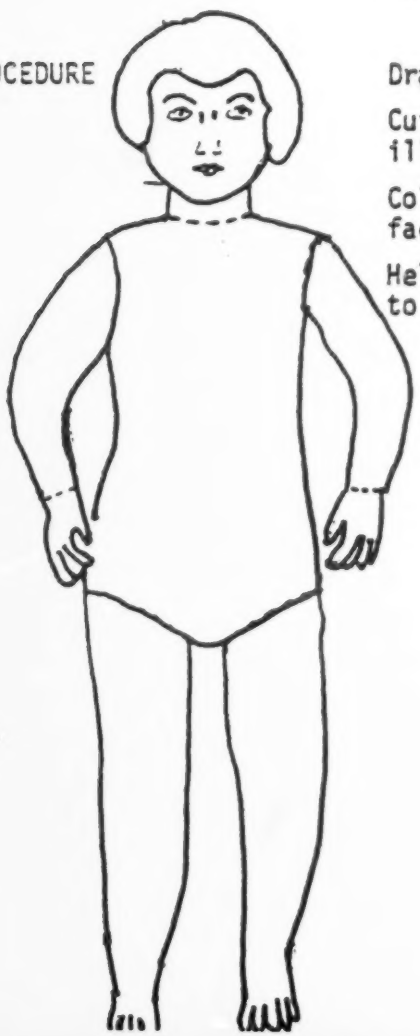
PARTS OF THE BODY PUZZLE

APPENDIX X

DEPARTMENT GOVERNMENT FUNDED PROGRAMS
BUREAU EARLY CHILDHOOD PROGRAMS
ECIA CHAPTER 1

CHILD-PARENT CENTERS' PARENT ACTION FAIR
1985

TITLE OF ACTIVITY	PARTS OF THE BODY PUZZLE
SKILL AREA	Gross-motor coordination
OBJECTIVE	To develop hand and eye coordination To identify the parts of the body
MATERIALS	Heavy cardboard Single-edge razor blade or X-Acto knife Acrylic paints or crayons
PROCEDURE	Draw a full-body figure on heavy cardboard. Cut body figure in different sections (see illustration) to form puzzle. Color or paint all the pieces and make the face. Help child put puzzle pieces together and to identify them.



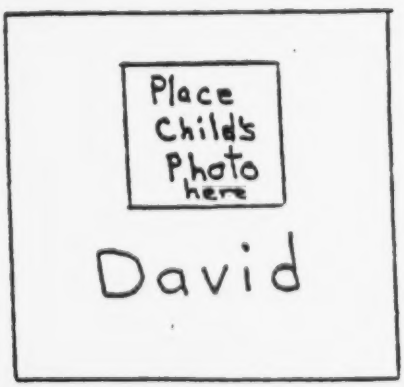
Child-Parent Center	Von Humboldt
Parent-Resource Teacher	Luz E. Minyo
Parent Demonstrators	Ruth Cordero
	Maria Zayas

APPENDIX Y
NAME POSTER

DEPARTMENT GOVERNMENT FUNDED PROGRAMS
BUREAU EARLY CHILDHOOD PROGRAMS
ECIA CHAPTER 1

CHILD-PARENT CENTERS' PARENT ACTION FAIR
1985

TITLE OF ACTIVITY	NAME POSTER
SKILL AREA	Language Development
OBJECTIVE	To assist the child in recognizing his name.
MATERIALS	Cardboard and a photo of the child Permanent colored markers, and ruler
PROCEDURE	Glue child's photo in the upper center of an 8½" x 11" poster board. At the bottom, in the center, write the child's first name. Begin with an uppercase letter and follow with lowercase letters. Child is to identify the letters in her name and use a finger to trace them. Parent should hang poster in the home for all to see.



Child-Parent Center : Olive
Parent-Resource Teacher : Cheryl Y. Weil
Parent Demonstrators : Patricia Fenner and Katrina Conn

APPENDIX Z

Department Government Funded Programs
Bureau Early Childhood Programs
ECIA Chapter I
Child Parent Centers' Parent Action Fair
1985

TITLE OF ACTIVITY	RAIN ON MY UMBRELLA
SKILL AREA	Language Development
OBJECTIVE	To create a game reinforcing letter recognition.
MATERIALS	Cardboard, sheet of heavy clear plastic, wax pencil.
PROCEDURE	Draw an opened umbrella on the cardboard. Section the surface of the umbrella into 26 parts. Put one uppercase letter in each section. Draw 26 raindrops above the umbrella. Put a lowercase letter in each raindrop. Cover the cardboard with a sheet of clear plastic. Ask children to find where the raindrops will fall. A wax pencil may be used to draw a line on the plastic from the uppercase letter to the same letter in lowercase, showing where the raindrops will fall.

CHILD-PARENT CENTER	Donoghue
Parent-Resource Teacher	Mrs. Leola Horace
Parent Demonstrator,	Lucretia Franklin & Patricia Johnson

Parent Involvement

Each school will develop procedures for involving parents in the improvement of their children's reading. These may include

- publication of a newsletter to parents which includes suggestions of ways in which they can help their children in reading
- plans for individual students of ways in which the parents can help at home
- enlistment of parent volunteers to assist with reading activities
- suggestions to parents for student use of the public library
- suggestions to parents for student use of museums and other cultural institutions
- book fairs

Teachers and adminstrators are encouraged to work with parents on a continuous basis as partners in improving the reading achievement of students.

APPENDIX BB

THE ROLE OF PARENTS

YOUR RESPONSIBILITIES

1. GUIDE YOUR CHILDREN WITH FIRMNESS, WHICH IS BOTH LOVING AND PROTECTIVE.

2. SEND YOUR CHILD TO SCHOOL WITH ADEQUATE FOOD AND A GOOD NIGHT'S REST.

3. KEEP THE SCHOOL INFORMED OF ANY CHANGES IN YOUR CHILD'S HOME LIFE THAT MIGHT AFFECT HIS/HER PROGRESS IN SCHOOL.

4. WELCOME DISCUSSION WITH TEACHERS AND STAFF ON WAYS IN WHICH YOU CAN HELP YOUR CHILD'S DEVELOPMENT AT HOME IN RELATION TO SCHOOL.

5. WORK WITH TEACHERS, STAFF AND OTHER PARENTS IN A COOPERATIVE WAY.

6. LEARN AS MUCH AS POSSIBLE ABOUT THE SCHOOL AND CHAPTER 1 PROGRAMS.

7. PROVIDE PARENT LEADERSHIP BY TAKING PART IN PARENT GROUPS, TO EXPLAIN CHAPTER 1 PROGRAMS TO OTHER PARENTS AND TO ENCOURAG THEIR PARTICIPATION.

8. CONTRIBUTE YOUR SERVICES IN WHATEVER WAY YOU CAN TOWARD ENRICHMENT OF THE TOTAL SCHOOL.

9. OFFER CONSTRUCTIVE CRITICISM OF THE SCHOOL;S CHAPTER 1 PROGRAM TO DEFEND IT AGAINST UNFAIR CRITICISM AND TO SHARE IN EVALUATI IT.

10. BECOME INVOLVED IN SCHOOL AND COMMUNITY PROGRAMS WHICH HELP TO IMPROVE HEALTH, EDUCATION AND RECREATION FOR ALL.

CAN YOU FOLLOW DIRECTIONS??????????????????????????????????

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left hand corner of the paper.
5. Put an X in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After title write, "Yes, yes, yes".
9. Put a circle around the seventh sentence.
10. Put an S in the lower left hand corner of the paper.
11. Draw a triangle around the word, under sentence seven.
12. Draw a triangle around the S you just made.
13. On the back side of this paper, multiply 70 x 5.
14. Loudly call out your first name when you get to this point.
15. If you think you followed directions carefully to this point, call out, I have.
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer. Then put a square around the circle.
18. Count out in a normal speaking voice from one to ten backwards.
19. Punch three small holes in the top of this paper with your pencil.
20. If you are the first person to get this far, call out loudly, "I am the first person to this point, and I am leading in following directions.
21. Underline all even numbers on this side of the page.

22. Say out loud, "I am nearly finished, and I have followed directions."

23. Now that you have finished reading carefully, do only sentences one and two. Sit quietly until the others have finished.

PARENTS CAN HELP CHILDREN TEST BETTER

Parents Preparing Their Child for Testing

1. On a daily basis, take the time to assist your child with homework.
2. As you work with your child, you will recognize his weak areas. Discuss the matter with your child's teacher. Obtain extra material to teach or reinforce skills.
3. Make sure your child gets at least 8 hours sleep, 2-3 days before test date.
4. Serve your child a nutritional breakfast on day of the test.
5. Avoid any stressful situations if possible, ex. family arguments, bad news etc.
6. Do not allow your child to leave home angry or upset the morning of the test.
7. Dress your child in comfortable clothing such as, no tight jeans or belts, no undersize foot wear.
8. Provide your child with a #2 pencil with an eraser.
9. Remind your child to listen carefully to the teacher.
10. As you accompany your child to school on the test day, speak positive, leave him with a pleasant thought such as "I know you can do it". Give him/her a kiss, a hug, or a fond pat on the shoulder to verify your love, faith and understanding.

APPENDIX EE

DEPARTMENT GOVERNMENT FUNDED PROGRAMS
BUREAU EARLY CHILDHOOD PROGRAMS
ECIA CHAPTER 1

CHILD-PARENT CENTERS' PARENT ACTION FAIR
1985

TITLE OF ACTIVITY	OUR LEARNING CHRISTMAS TREE
SKILL AREA	Reading readiness
OBJECTIVES	To reinforce color, shape, alphabet and number recognition.
MATERIALS	Two sheets of lightweight cardboard, felt, twelve Velcro fasteners, pins or some other fasteners. Sheets of construction paper, different colors. Felt markers.
PROCEDURE	Cut both card boards in the shape of a simple Christmas tree, label A & B. Cut felt to fit tree sections A & B. Glue felt to tree sections, let dry. Fold each tree section lengthwise down the centers together along fold. Now you have a four sided Christmas tree that will stand. Glue Velcro backs to tree as you would Christmas tree ornaments. Cut shapes from different colored felt or construction paper. Glue Velcro fastener tops to the back of the shapes. Attach shapes to the tree with the Velcro fasteners. Letters and numbers may be written on some of the shapes with felt marker and attached to the tree. If letters and numbers are cut from felt they can be attached to the tree without the use of fasteners.

Child-Parent Center	Cole
Parent-Resource Teacher	Johnnie Swain
Parent Demonstrator	Margaret Will.
	Delcris Randl.

GIVING GOOD TOYS

What toys does your child need at different ages? Children don't 144 really need toys. All they need are creative, loving, inventive, amusing, informed and patient parents with lost of time on their hands. But no one has such perfect parents. So, to a large extent toys are parent substitutes. Children can exercise skills and gain experience through toys. Good toys are tools that can help your child develop intellectually and physically. But no toy is ever going to do this by itself. It still requires proper showing by the parent and his participation, and respect for the child's interests, qualities and points of view.

Not all children are alike. Some develop later than others. You, the parent, are the best judge when a child is ready for a new toy. If you find that your child is not yet ready, take the toy away when he's not looking and bring it out again at a later time. Don't fret if your child does not live up to these given age groups, your expectations or what the neighbor's children can do.

TOYS FOR BOYS AND GIRLS

Toys know no sex. Girls need opportunities to build with blocks and work with tools. Modern women need many manual skills. It also won't emasculate boys to play with dolls or to cook and bake or dust and wash dishes alongside mother and little sister.

DANGEROUS TOYS

Choose toys for babies, infants, and todlers most carefully. Do not buy dolls and cuddly toys that are made out of colored felt, have sewn-on button eyes, bells or other parts that can come off and be swallowed. All toys for these ages should be too large to be put inside the child's mouth. Also make sure that surfaces don't chip or splinter and that edges are rounded so that babies can't hurt

themselves. Don't buy all plastic toys. They may be easier to clean, but your child needs the experience of many different textures wood, cloth, rubber and plastic.

SELECTING TOYS

Toys are available in a wide variety of choice, both as to price and quality. You are better off buying quality toys. They are much cheaper because they last longer. Buying a few good toys is better than a load of junk. Keep in mind that your child should get only one or two new toys at a time, even for Christmas.

Watch that Christmas Spirit when you're selecting toys for pre-schoolers this season! If they're chosen too hastily, without advance thought about the child's interests and his stage of development, Christmas morning may find the youngster playing with the boxes and gay wrappings rather then the toys themselves.

Toys are the tools with which children learn. It's the wise parent who gives a child his own "play and learn center" where he feels at home and where all this play-tools are kept. The "play and learn center" need not be large. It may simply be a little corner he can call his own. Here he can spend as much time as he likes with toys such as science series puzzle, plaques, lotto games, and see-inside puzzles, which teach him basic scientific concepts, and community life.

AGE GROUPS

The toys listed on the following pages are age grouped for beginning ages only. Obviously if a child is ready to use finger paints at 2, he or she will be more skilled at 3 and 4 and can have fun with this medium up to even a later age.

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FROM BIRTH TO 1 YEAR

Teethers (rubber)
Music boxes
Mobiles
Cuddly toys (wooly, furry, cloth, and plastic)
Wood and plastic rattles
Crib toys and Cradle Gym
Teething rings
Balls with handles
Large hollow plastic beads and wooden blocks
Rubber and plastic noise makers
Wind chimes
Cloth books
Colorful pictures and posters
Folk and nursery rhyme records
See me mirror
Nesting blocks and toys
Floating bath toys
Clutch ball
Tambourine
Clothespins
Large peg and hole toys
Stuffed animals
Rainbowe twirler (wooden motion toy)

1 YEAR TO 3 YEARS

Mobiles
Pull and push toys (with sounds)
Small boxes (cardboard)
Wooden toys large enough to sit on and in
Hollow wooden or corrugated blocks
Small broom, dust pan and cloth
Story records
Nursery rhyme and picture books
Bird and fish bath toys
Pull-along cubes
Turning segmented cylinder
Mallet and peg toys (pounding bench)
Lids, pot and pans (aluminum)
Wood, cloth and plastic animals
wading poll
Indoor or outdoor swing
Sand box, sand toys, digging toys, bucket
Indoor gym house

2 YEARS TO 3 YEARS

Baby doll and equipment
Plastic and metal dishes and play cooking utensils
Egg beater
Toys for pretend washing and ironing
Water play toys
Inflatable balls
Large wooden or cast metal trucks trains and planes
Peg board
Large wood or plastic nuts and bolts
Wooden work bench and wooden tools
Rocking horse
Toy phone
Small playground equipment for sliding and climbing
Simple musical toys (drum, chimes cymbals)
Large soft chalks and blank paper
Bubble blowing kit
Simple 6-12 piece inlay puzzles
Play kitchen equipment
Beanbags
Trains (wooden or rubber)
Large bristle brush and paper for "water" painting
Crayons and paper (but no coloring books)
Wheelbarrow or small wagon
Riding or tricycle toys
Play table and chairs
Trips to the zoo
Stethoscope
Beads and string (for stringing)

3 YEARS TO 4 YEARS

Fingerpaint
Blunt scissors and colored construction paper
Children's record player
Large wooden building blocks
Push and pull vehicles (wood)
Modeling compound
Wood letters and numbers
Dolls (for dressing and undressing)
Picture Dominoes
Follow the leader games

Toys Con't
3 Years To 4 Years

Unit wooden blocks
Baseball
Zipper, button and shoe=lacing toys
Picture lotto
Sled
Full size playground equipment
Trips, watching men at work.
Storybooks (to be read to them)
Hand puppets
Rag dolls
Giant Ride-Em toys

4 YEARS TO 6 YEARS

Blackboard and chalk
Poster paints, easel, bristle brushed and paper (but no paint-by-number pictures)
Hand, finger puppets, and theater
Play store equipment
Sorting and color learning toys
Hammer, carpet tacks and wooden boards
Garden tools
Rhythm bells
Football
Small pet (goldfish, guppy, turtle or canary)
Small plants that require little care
Nature trips
Dominoes (Wooden)
Wood lotto (plaques with familiar objects)
Role playing kit (doctor-nurse)
Baseball bat (plastic or small wooden style)
Junior handyman tool kit
Large doll carriage (dolls)
Puzzles (12-15 Pieces)
Simple picture, letter, number toys and games
Roller skates
Storybook about school and trades (to read to)
Wood bench and tools
Peg, and fit-together building toys
Magnets
Magnifying glass
Miniature toys by the pound

6 YEARS TO 8 YEARS

Jump rope (ball-bearing)
Plain stitching and simple weaving
Softball
Large wagon
Dress-up box with discarded adult clothes
Ring Toss and Pick-Up Sticks
Hopscotch and marbles
Tag games, tree-climbing, hide and seek games
Simple card games
beginning science and history toys and books
Construction vehicles
Finger paints
Baseball glove
Rocking boat
Bendable rubber family and community workers
Ant hill farm
Rubber farm animals
Ride-'Em tractor and trailer
Masks and costumes (disguise kit)
Printing outfit
Bicycle (without training wheels)
Racing cars and track
Embroidery and simple sewing
Rhyme, riddle and joke books
Punching bag
Wood nuts and bolts building set
Ping-pong set
Design stamps kit
Small accordion

8 YEARS TO 12 YEARS

Books to read by himself
Ice skating
Begin collections (stamps, rocks)
Simple science experiment toys
Weaving loom
Electrical invention box
Science and sports books
Aquarium
Camera and equipment
Full-size work bench and tools
Woodcraving set
Guitar
Printmaker's press
Knitting and crocheting
Social dancing
Chemistry sets
Encyclopedia
Adventure books

APPENDIX GG

WORKING WITH PARENTS

PARENT RESOURCE & CLASSROOM

DO YOU REMEMBER THESE POINTS?

1. ATTITUDE
2. COOPERATION
3. CARING
4. SHARING
5. LISTENING
6. COMMUNICATION

DO YOU OFFER PARENTS THE OPPORTUNITY TO:

1. FEEL SECURE AND CONFIDENT
2. LEARN ABOUT CHILD GROWTH AND DEVELOPMENT
3. ACQUIRE SKILLS OF WORKING AT HOME WITH CHILDREN.
4. OBSERVE AND TEACH THEIR CHILDREN.
   (NOT DO THE WORK FOR THEM)

PLAN FOR RECOGNITION:

1. INDIVIDUAL DIFFERENCES
   (A) MATURITY, IMMATURITY
2. ENTHUSIASM
3. PRAISE AND REWARDS

TECHNIQUES FOR PARENT INVOLVEMENT

I. PRINTED COMMUNICATION

- A. Monthly Calendar
- B. Flyers of Weekly Events

II. PERSONAL CONTACT

- A. Staff Members
- B. Parents
- C. Children

III. ACTIVITIES

- A. Community Resources
  - 1. Speakers
  - 2. Workshops
- B. Parent Participation
  - 1. Planning Programs
  - 2. Attending Meetings
    - (a) Advisory Council
    - (b) ECIA

IV. OPTIONS

- A. Newspapers, Magazines and Pamphlets
- B. Arts and Crafts
- C. Food Preparation
- D. Field Trips
- E. Bulletin Boards

Alice O. Mullins, Parent Resource Teacher
Wadsworth Child Parent Center

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APPENDIX II

HELPING AT HOME

Talk to your child . . . Give objects names, avoid baby talk, use complete sentences, use songs, nursery rhymes and poems.
Listen to and encourage your child to talk.
Read to your child .
Take your child places . Help with difficult words, try not to teach.
Material should be easy to read and something he/she enjoys.
Make it a fun and relaxing time.
Play word games.
Praise honestly and often . . even if it doesn't seem like much to you.
Be patient . . . . If you or your child become upset, stop and try again later.
Don't force him/her to read when he/she is upset.
Fifteen minutes a day is a good starting place.
Don't punish, ridicule, or laugh at mistakes. Correct them and move on.
(Remember a mistake is not a failure.)
Don't discuss his or her reading problem with others in front of the child.
Avoid excessive bragging also.
Know and be realistic about your child's reading capacity.
Don't compare your child with others . . . All are individuals and may progress at different rates.
Help, but do not do your child's homework . . . It is his/her responsibility.
Your child should go to school well-rested, healthy and well-fed.
Get your child to school . . . Every day missed puts him/her behind.
Help your child to realize that school and school work are important.
Know what and how your child is doing in school.

REMEMBER . . . . hugs, pats, kisses and smiles are emotional vitamins! ! ! !

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Working on reading/thinking skills

1. Show child a series of objects. Child chooses the one that is different (four pears, one apple).

2. Put several objects on the table. Have your child look at them carefully. Now cover them, and have your child repeat what he/she saw.

3. Play games where child sorts out objects. Cut out shapes from colored paper. Child can then separate shapes into piles (all triangles in one pile, or all red shapes in one pile). To make it harder, have child put all green triangles in one pile, all red squares into another, etc. You can also collect a variety of household objects and have children separate according to shapes: circular shapes (oranges, balls); cylinders (cleanser cans, soup cans).

4. Encourage your child to be observant. This is important for developing reading skills. Point out new objects, and look carefully at interesting details (scratches, smudges) on familiar objects. Point out similarities in objects (buttons that are the same color, cups that are the same shape). Point out differences (how does a sponge feel compared to a washcloth?).

Language skills

1. Read poems and nursery rhymes to your child. Have him/her recite them with you as the rhymes become more familiar.

2. Have your child listen to children's records, songs and stories. This helps sharpen listening skills. The public library has children's records to be checked out.

3. Play games with your child involving language: Have him/her complete sentences that you begin. ("We can't go to the circus, because it is too _____.") Ask questions involving letter sounds. (Tell me another word that begins like rake, etc.)

4. In everyday discussions, stop and discuss words with more than one meaning. (I can go with you. We opened the can of soup.)

5. When your child asks what a word means, explain the meaning and put the new word into a sentance.

6. Listen to your child. Give him/her a chance to tell you things without being interrupted. Answer your child's questions. Ask questions that encourage thinking.

7. Discuss events in their correct order. For instance, discuss what the child did at school (or grandma's house). What happened first? next? last? Try cooking together. Afterwards, discuss the order of the steps you followed.

8. Make up games to teach the use and meaning of prepositions. ("Put an object in, on, under, below, above, behind the box.")

9. Make up a game for adverbs. Have a child walk quickly, slowly, sadly, quietly, noisily, etc.

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Getting ready to read

1. Point out words on signs, stores, billboards. Read them aloud to your child.

2. Label objects around the house (Johnny's bed).

3. Have your child "tell" you a story, as you write it down. Later in the day, read the story aloud to the whole family.

4. Introduce the letters of the alphabet, one or two at a time. Make this a fun activity. Use blocks with letters; cut letters from cardboard or sandpaper; write letters on a plate of chocolate pudding.

5. Make a set of alphabet cards. Each card should contain one letter. Have child pick a card and tell two words that begin with that letter. Every time a child does this correctly, he/she gets to "keep" the card. See how many cards can be won each time.

6. Fold a blank sheet of paper into four parts. Write a different letter in each box. Have your child cut out magazine pictures or draw ones that begin with that letter. Keep these papers, and staple them together to make your child's own "letter book".

7. Say pairs of words, some of which begin alike and some of which differ. Have your child clap his/her hands when a pair of words begins the same way (bat,bed).

Your help is important!

1. Give your child opportunities to work on small muscle control. Tasks such as stringing beads, lacing shoes, buttoning and unbuttoning are both fun and useful for later reading and writing skills.

2. Teach your child the difference between right and left.

3. Check your child's eyesight and hearing regularly. Make sure your child gets plenty of sleep and eats well-balanced meals daily.

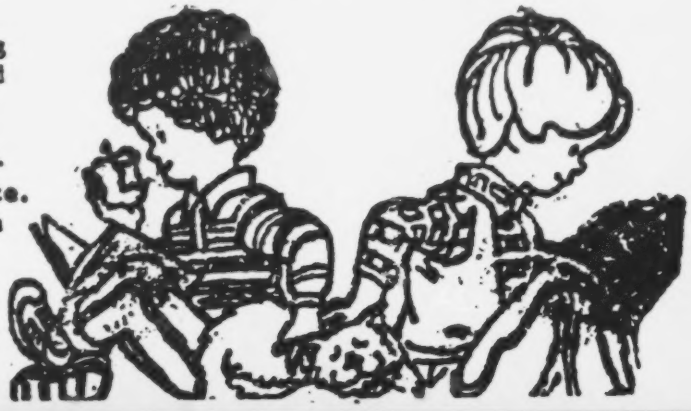
4. Encourage your child to read books instead of watching television.

5. Give books or a subscription to a children's magazine for birthday and Christmas gifts.

6. Have your child get a library card. Visit the library together on a regular basis.

7. Keep a special shelf in the house for your child's own books, papers, reading activities.

8. Read aloud to your child. Continue doing this even when he/she has already learned to read. Choose books that are somewhat harder than those he/she can read alone. Choose books that are colorful and exciting. Try reading together in a quiet place. Read slowly enough so that your child can examine illustrations and ask questions as you go along. Show your child that reading is fun and important!



ITEMS COMMONLY FOUND AROUND THE HOUSE THAT COULD BE USED AS EDUCATIONAL DEVICES:

1. Pots, pans, and fitted lids (sequencing, matching, What's Missing?, big and little)
2. Sets of measuring spoons or cups (matching, nesting, stacking)
3. Cans - various sizes (nesting, building, sorting, rolling)
4. Aluminum pie tins (sorting, matching)
5. Plastic bottles (rattles, sizes) and caps (color sorting in TV dinner trays)
6. Percolator parts (complex pattern)
7. Empty milk cartons (sorting, stacking, - use ½ gallon, top off for building blocks)
8. Mirror (self-image, self-concept, hide and seek)
9. Oatmeal boxes (matching, sorting)
10. Safety pins, button, nails and screws of different sizes (matching, sorting texture)
11. Magazine pictures covering different areas of learning (classification, identification, labeling of animals, furniture, fruits)
12. Silverware (sorting, matching, patterning)
13. Use of plastic, unbreakable items such as dishes, glasses, coasters (all concepts)
14. Magazine pictures of situations for discussion about attitudes and feelings (how many, where are they going, what happened)
15. Sequence cartoons in newspaper
16. Clothing, dishes (differences such as shirt-long, short, sleeveless; shoes-high, low, laced, buckled; pants-long, short)
17. Puzzles made from magazine pictures (glued on cardboard or backed with clear plastic, self-adhesive paper, cut out by teacher, can be outlined on another cardboard for easy matching)
18. Many things in the home have something special in common (color, make noise, similar shape, texture, hot-cold, liquid-solid-powder)
19. Clothes for fine motor coordination (buttons, buttonholes, zippers, snaps, laces)
20. Spools, thread (stringing, sorting, stacking, matching)
21. Scraps of material (textures, cutting, pasting, elasticity)
22. Clothespins and loaf pan (patterning, number concept, fine finger coordination)
23. Beans of all kinds (sorting when child is old enough not to put beans in mouth)
24. Buttons (size, color, sorting, matching textures)
25. Use of clothing of all sorts (self-help skills, matching clothing to body parts, color matching)
26. Large newspaper on wall (outline of child's silhouette with black felt marker) (child fill in features)
27. Foods (shapes, sizes, colors, textures, tastes)
28. All items (one-to-one counting)

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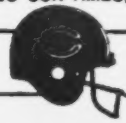
A-26 CHICAGO SUN-TIMES, Friday, January 24, 1986



SUPER BOWL XX

'The Super Bowl Shuffle'

C—1985 Red Label Music Publishing, Inc.

CHORUS
We are the Bears Shufflin' Crew
Shufflin' on down, doin' it for you.
We're so bad we know we're good
Blowin' your mind like we knew we would.
You know we're just struttin' for fun
'Struttin' our stuff for everyone.
We're not here to start no trouble
We're just here to do the Super Bowl Shuffle.

WALTER PAYTON
Well, they call me Sweetness, and I like to dance
Runnin' the ball is like makin' romance.
We've had the goal since training camp
To give Chicago a Super Bowl Champ.
And we're not doin' this because we're greedy
The Bears are doin' it to feed the needy.
We didn't come here to look for trouble
We just come here to do the Super Bowl Shuffle.

WILLIE GAULT
This is Speedy Willie, and I'm world class
I like runnin', but I love to get the pass
I practice all day and dance all night
I got to get ready for the Sunday fight.
Now I'm as smooth as a chocolate swirl
I dance a little funky, so watch me girl.
There's no one here that does it like me
My Super Bowl Shuffle will set you free.

MIKE SINGLETARY
I'm Samurai Mike, I stop 'em cold
Part of the defense, big and bold
I've been jammin' for quite awhile
Doin' what's right and settin' the style.
Give me a chance, I'll rock you good
Nobody messin' in my neighborhood.
I didn't come here lookin' for trouble
I just came to do the Super Bowl Shuffle.

JIM McMAHON
I'm the punky Q.B. known as McMahon
When I hit the turf, I've got not plan.
I just throw my body all over the field
I can't dance, but I can throw the pill.
I motivate the cats, I like to tease
I play so cool, I aim to please.
That's why you all got here on the double
To catch me doin' the Super Bowl Shuffle.

OTIS WILSON
I'm mama's boy Otis, one of a kind
The ladies all love me for my body and my mind.
I'm slick on the floor as I can be
But ain't no sucker gonna get past me.
Some guys are jealous of my style and class
That's why some end up on their (Whistle)
I didn't come here lookin' for trouble
I just get down to the Super Bowl Shuffle.

STEVE FULLER
They say Jimbo is our man
If Jimmy can't do it, I sure can.
This is Steve, and it's no wonder,
I run like Lightnin', pass like thunder.
So bring on Atlanta, Bring on Dallas
This is for Mike and Papa Bear Halas.
I'm not here to feather his ruffle
I just came here to do the Super Bowl Shuffle.

MIKE RICHARDSON
I'm L.A Mike, and I play it cool
They don't sneak by me cause I'm no fool.
I fly on the field, and get on down
Everybody knows I don't mess around.
I can break 'em, shake 'em, any time of day
I like to steal it and make 'em pay.
So please don't try to beat my hustle
'Cause I'm just here to do the Super Bowl Shuffle.

RICHARD DENT
The sackman's comin', I'm your man Dent
If the quarterback's slow, he's gonna get bent.
We stop the run, we stop the pass
I like to dump guys on their (Whistle)
We love to play for the world's best fans
You better start makin' your Super Bowl plans.
But don't get ready or go to any trouble
Unless you practice the Super Bowl Shuffle.

GARY FENCIK
It's Gary here, and I'm Mr. Clean
They call me "hit man"; don't know what they mean.
They throw it long and watch me run
I'm on my man, one on one.
Buddy's guys cover it down to the bone
That's why they call us the 46 Zone.
Come on everybody, let's scream and yell
We're gonna to do the Shuffle, then ring your bell

WILLIAM PERRY
You're lookin' at the Fridge, I'm the rookie.
I may be large, but I'm no dumb cookie.
You've seen me hit, you've seen me run
When I kick and pass, we'll have more fun.
I can dance, you will see
The others, they all learn from me.
I didn't come here lookin' for trouble
I just came to do the Super Bowl Shuffle.

COPY OF THE CHILD-PARENT CENTER SHUFFLE

Chorus:
We are the parents shufflin' through
Shufflin' on down to the parent room.
We're so bad we know we're good
Teaching our children like we know we should.
You know we're just struttin' for fun
Struttin' our stuff for everyone.
We're not here to start no trouble
We're just here to do the Child-Parent Shuffle.

CHERYL WEIL
My name is Cheryl and they call me Weil
Teaching the parents is my style.
I'm just here to help parent and child
Just come to the parent room and work awhile.
That's why you all got here on the double
To catch me doin' the Child-Parent Shuffle.

DEIDRE BREWER
My name is DiDi as you can see
The students, they all learn from me.
I teach them how, to write their names
I read them books, and we play games.
The Olive students are very bright
They can tell what's wrong and tell what's right.
So I'm not here to feather your ruffle
I just came to do the Child-Parent Shuffle.

GINA MORALES
Well they call me Gina and I like to sew
So the parent room is where I go.
We've had the goal since the beginning of time
To teach the children that it's no crime.
We teach the students to draw many things
We even teach them songs to sing.
So come on everybody, let's scream and yell
We're gonna do the shuffle, then ring your bell.

GEORGE NORMAN
My name is George, and that's not all
I teach the Kids whether big or small.
Daily I walk my child to school
And when I leave, I know she's cool.
Teacher and parents at Olive are on the ball
And my child is getting it all.
I ain't here to start no trouble
I just came to do the Child-Parent Shuffle.

PATRICIA FENNER
My name is Patricia, they call me Pat
You'll see me in the parent room and that's a fact.
I'm always there through rain or shine
Afternoons you'll find me there. The parent room is just fine.
I do crafts and sewing, that's lots of fun
I do cookin' and bakin' while on the run.
When you see me in the parent room, don't get in my hair
Just sit right down in your seat somewhere.
So I'm not here to beat your hustle
I just came to do the Child-Parent Shuffle.

KATRINA CONN
My name is Katrina, some call me Kat
I can help out with this or that.
Working in the parent room without any trouble
Helping the kids where I see a skuffle.
When I see teachers havin' problems
I try so hard to help them solve'em.
There's just so much that I can do
So, I volunteer my time in the parent room.

JACQUELINE AMMONS
My name is Jackie and I'm very smart
I have a child who's getting a headstart.
When she's at home she likes to fuss and fight
But when she's at school, she likes to read and write.
So I didn't come here look'in for trouble
I'm just gettin' down to the Child-Parent Shuffle.

SHIRLEY PHILLIPS
My name is Shirley, I bring my child early
Nursery rhymes are my bag, so in reading
The students will not lag.
I work on things that look the same
To have students score high is my aim.
I'm not here lookin' for trouble
I'm just here to do the Child-Parent Shuffle.

LEE SYAS
My name is Lee and that's alright
I teach my children both day and night.
Now some people say that I'm too stern
But there's one thing all kids must learn.
No matter what they say or do
They can't take knowledge away from you.
So share some value with your kids on the double
And join me here doing the Child-Parent Shuffle.

Chorus:
We are parents, shufflin' through
Shufflin' on down to the parent room.
We're so bad, we know we're good
Teaching our children, like we know we should.
You know we're just struttin' for fun
Struttin' our stuff for everyone.
We're not here to start no trouble
We're just here to do the Child-Parent Shuffle.

PATRICIA DUFF
My name is Pat, and that's a fact
I may be small and that's where its at.
You know I observe, tutor and serve
To give the youngsters what they deserve.
There's a lot of teaching we must do
To teach the kids through and through.
I'm not here looking for trouble
I'm just here to do the Child-Parent Shuffle.

VIVIAN WASHINGTON
My name is Viv and I'm good lookin'
You'll see me in the parent room doin' latch hookin'.
Our kids are learning everyday
By taking it slowly and doing it their way.
I motivate our kids to do their best
By givin' them a nice little test.
I didn't come here lookin' for trouble
I just came to do the Child-Parent Shuffle.

LOIS DAVIS
Well, they call me Sweetness and my name is Lois
I teach numbers to the lowest.
We practice everyday and reinforce at home
I praise little children and give them a cone.
Give them a chance they'll learn it all
Whatever the numeral, big or small.
There's no one here that does it like me
The Child-Parent Shuffle will set us all free.

APPENDIX LL

CHILD PARENT CENTER
PARENT MEETING
February 4, 1986
9:30 A.M. and 12:00 P.M.

AGENDA

Sign-In Greetings: Getting to Know You Game	School Community Representative
Explanation of Home/School Agreements Penalty for non-participants	Head Teacher
Question and Answer Time Overview of February Calendar	Parent Resource Teacher
February Sign-up sheet of activities Suggestions for March activities Refreshments Classroom project time Dismissal	

APPENDIX MM

LETTER CONCERNING PARTICIPATION

January 30, 1986

CHILD PARENT CENTER

DEAR

IN REVIEWING OUR PARENT PARTICIPATION SHEETS, WE NOTICED THAT MANY OF YOU HAVE NOT FULFILLED YOUR OBLIGATION TO PARTICIPATE IN THE ACTIVITIES OF THE CENTER ONE DAY A WEEK. IN ORDER TO HELP YOU TO DECIDE WHICH PROJECT YOU WILL GET INVOLVED IN, WE ARE SENDING YOU A LIST OF ACTIVITIES WHICH ARE GOING TO BE HAPPENING AT OUR CENTER. WE WILL HAVE PROJECT MEETINGS AND PARENT TRIPS THAT YOU CAN GET INVOLVED IN.

REMEMBER ALL THE CUTS BEING MADE IN FEDERAL PROGRAMS? WE DON'T WANT OUR PROGRAM TO BE ONE OF THE BUDGET CUTS.

PLEASE GIVE US YOUR SUPPORT IN THIS MOST VITAL SITUATION. TO BE SURE ALL YOUR CONCERNS AND QUESTIONS ARE ANSWERED, WE WILL HAVE A "PARENTS INFORMATION MEETING", TUESDAY, FEBRUARY 4, 1986. THE MORNING PARENTS WILL MEET AT 9:15 A.M. AND THE AFTERNOON PARENTS WILL MEET AT 12:00 P.M. WE NEED YOUR PRESENCE AT THIS MEETING.

SINCERELY,

DORIS SCOTT, HEAD TEACHER
CHERYL WEIL, PARENT RESOURCE TEACHER
BETTY TILLMAN S.C.R.

APPENDIX NN

ACTIVITY SIGN-UP SHEET

CPC

January 30, 1986

Name Child's Room #

Please check the activities that you will be participating in for the month of February.

A. Child Development Filmstrips
Mon. 2-3 Mon. 2-10 Thur. 2-13 Tues. 2-18 Mon. 2-24

B. We Are Black Independent Readings - Daily

C. Beginning Typing Tues. and Thurs. (sign-up)

D. In Classroom Participation - See Schedule in Rm. 106

E. Reading Readiness Workshop/Meet the author Yusuf Ali El of Ryme Tyme and When I Grow Up

F. Making Valentine Day Candy 2-10, 2-11, 2-13

G. Valentine Day Celebration 2-14

H. Suggestions for Commodity Foods/
Speaker Mrs. McPhearson 2-19

I. Rap Sessions/Mental Health Every Wed.1:00 P.M.

J. Soul Food Pot Luck Sign-up for a dish to bring 2-20.

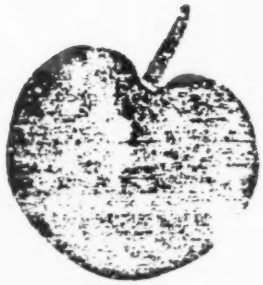
K. Newspaper Workshop Every Thurs.

L. Nutrition/Exercise Class with Ms. Earline Walker
Fri. 2-21 Thurs. 2-27.

M. Black History thru Art with Ms. Henderson.

N. 3 classroom projects.

Cheryl Weil
Parent Resource Teacher



FOOD BEFORE SIX
A FEEDING GUIDE FOR PARENTS OF YOUNG CHILDREN

Your child masters many skills during the first six years. Learning to eat is one of the most important. What you know about food, the food you serve, your food likes and dislikes, and the mealtime "climate" in your home all help to mold your child's food habits and attitudes.

HAPPY MEALTIMES are a family affair. Children, like adults, usually like to have company while they eat. They need to have fairly regular meals. A quiet time before meals lets the child "slow down" and be ready to eat. Calm people and calm surroundings during meals help a child to enjoy eating. Young children need some guidance in table behavior. Consistency in what parents expect and accept is important.

Parents who serve a variety of suitable foods and take a casual, easy attitude about what, how much, and how their offspring eats build their child's sense of trust in the world, along with good food habits.

FOOD FOR YOUR YOUNG CHILD

Kinds and amounts to give daily . . .

. . . for growth, for energy, for health

EVERY DAY offer some food from each group below. Make servings child-sized, as explained on the following page. By serving a variety of foods of the right kind and in the right amounts, you can help your young child get to know and like the foods needed throughout life.

MILK GROUP* 3 child-size servings with meals. Offer a serving at each meal, but don't be upset if your child can't always drink it all. Make cereals, soups, and desserts with milk. And serve cheese, cottage cheese, yogurt, and ice cream. Offer another serving during the day for a total of three cups. Three cups are suggested to supply the recommended amount of calcium for bone and tooth development.

MEAT GROUP 2 child-size servings daily. Use ground kinds for the youngest; bite-size pieces for those who chew well. Dry beans and peas, soy extenders, nuts, and peanut butter are good building foods, too, when combined with animal or grain protein.

FRUIT-VEGETABLE GROUP 4 child-size servings a day. Offer an orange or other citrus fruit every day and a dark green leafy or orange vegetable or fruit—carrots, spinach, sweet potato, broccoli—every other day.

GRAIN GROUP 4 child-size servings daily. Look for whole grain, fortified, or enriched grain products. Offer macaroni, spaghetti, noodles, or rice, as well as bread and cereal.

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*Milk is fortified with vitamin D, the sunlight vitamin, which very few foods supply naturally. Serve vitamin D milk or another supplement as recommended by the physician.

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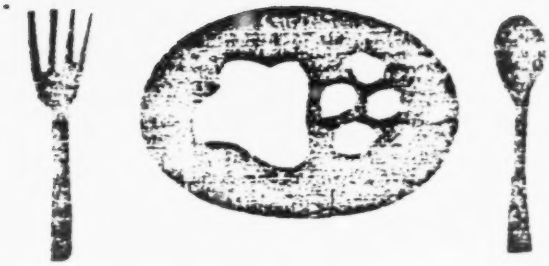

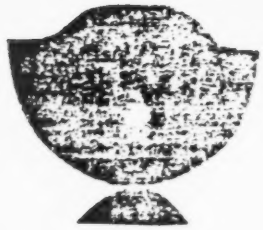

CHILD-SIZE SERVINGS are suggested below to help you judge what is a reasonable amount to give a small child. It is better to offer small servings and let the child ask for second helpings than to give large servings. Too-large servings can be the beginning of overeating and other problems.

	2-3 YEARS	3-6 YEARS
MILK	6-oz cup or glass (3/4 measuring cup)	6-oz cup or glass (3/4 cup)
JUICE	3 to 4 ounces (1/3 to 1/2 cup)	4-oz glass (1/2 cup)
EGG	1 medium	1 medium
MEAT	about as much as a cooked meat patty 3" across, 1/2" thick (6-7 patties from a pound)	about as much as a cooked meat patty 3" across, 1/2" thick (6-7 patties from a pound)
CEREAL	2 tablespoons cooked; 1/3 cup ready-to-eat kinds	1/4 cup cooked; 1/2 cup ready-to-eat kinds
BREAD	1/2 slice	1 slice
FRUITS AND VEGETABLES	1/2 medium apple, tomato, orange; 1 to 2 tablespoons others	1/2 to 1 medium apple, tomato, orange; 2 to 4 tablespoons others

MEALS FOR LITTLE FOLKS need not be planned separately from family meals. These sample meal plans suit children and adults. Adjust them to the food and mealtime preferences of your family.

Breakfast

Fruit, usually orange, grapefruit, tomato, prunes, or their juices
Cereal or egg or both; or
bacon, cheese, hot dog, peanut butter toast or a serving of last night's meat dish
Toast, bread, cornbread, bagel, or tortilla
Milk to drink and with cereal

Lunch

Cheese, egg, meat, or peanut butter
Bread
Bits of raw vegetables and fruit
Milk and/or soup made with milk

Dinner

Meat, chicken, fish, cheese, egg, or main dish made with dried beans or peas
Dark green, leafy or orange vegetable or fruit
Another vegetable
Bread, biscuits, rolls, rice, or noodles
Milk
Simple dessert—ice cream, fruit, pudding

SNACKS are needed for many preschool children who seem to use up more food than they can eat at meals. Some well-chosen snacks are: milk, small pieces of fruit, cut-up raw vegetables, cheese cubes, crackers spread with cottage cheese, hard-cooked eggs, nuts. These snacks "carry their weight" in food value and do not foster tooth decay. Although sweet snacks supply energy, they have little other food value and are hazardous to teeth, so are better offered only once in awhile.

EATING AIDS Easy-to-use utensils encourage self feeding by the small child. Spoons and forks with short, straight handles; a low, broad-mouthed cup with a wide handle; a plastic cereal bowl or dish with divided compartments are easier for a child to manage than a plate. If possible, provide a sturdy chair and table where the child fits and sits comfortably, with feet on the floor or foot rest. For the family dining area, easy-to-clean, durable materials are practical for floors, tabletops, tableware and table coverings. Then everyone can be at ease at meals.

EYE-CATCHING FOODS Bright colors—orange carrots, green peas, red tomatoes—catch young eyes. Mild, delicate flavors—young carrots, new potatoes, custard, bananas—frequently suit young tastes. Textures little folks enjoy—crisp, raw vegetables and fruits, smooth soups and puddings, soft-cooked eggs, and tender moist meats.

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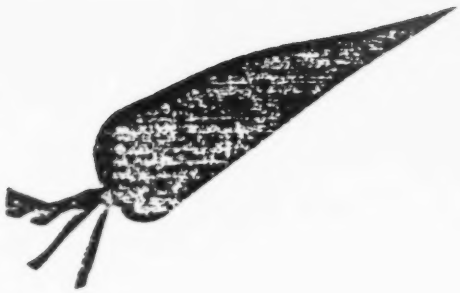

NEW FOODS bring new tastes, new colors, new looks, new odors, and new textures. A child who has frequent chances to try new foods early in life will probably continue to accept new foods in later years.

Try offering only one new food at a time. Ask only that a tiny taste be taken the first time. Say that a new food may taste sweet, sour, or salty. It may help to offer familiar foods with a new food. Let your child see you eat and enjoy the new food. Expect the food to be liked.

Be casual about new foods, whether a child accepts or rejects them. Avoid forcing the food or making a fuss about it. If a food is rejected several times, try to find out what about it is disliked. A change in the way you prepare or present it may make the difference.

FAVORITE FOODS please a child, just as they please us. Serving favorites occasionally is one way to make eating a pleasure. By pleasing children from time to time when small, we help them want to please us as they grow. Children will be more willing to try other new things they are offered.

LIKES AND DISLIKES of a small child sometimes change suddenly. Odd notions about food may appear during early years. Usually, if no one pays special attention to these quirks, they will be outgrown. Of course, adults' likes and dislikes are quickly noticed — and copied — by small children. So set a good example!

DESSERTS that are served casually as a usual part of the meal will not seem more desirable than other foods. Wholesome desserts — custards, milk puddings, ice cream, fruit and fruit in gelatin, molasses or oatmeal cookies — contribute to health and growth and are a proper part of the day's food. Pies, cakes and other rich desserts have less to offer nutritionally, but they can be served now and then.

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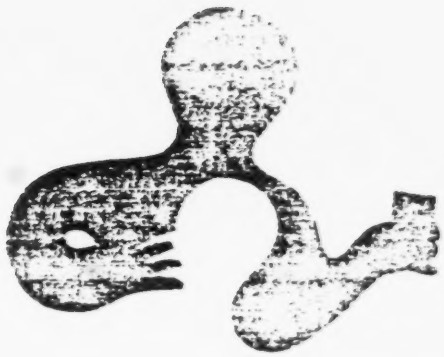


YOUR CHILD

Your child is one of a kind: an individual — different in some ways from all others, alike in other ways — for all children grow through similar stages of development. It is wise to respect and try to understand each child's personality and to expect differences in the way each one eats, grows, thinks, feels, and acts.

APPETITE may vary from one meal to another, and from day to day. A child's rate of growth, activities, and state of health all influence how much is eaten. If the child is overtired, excited, in strange surroundings, or if the routine has been changed, appetite may lag. Physicans now suggest that the child is usually a fairly good judge of how much can be eaten.

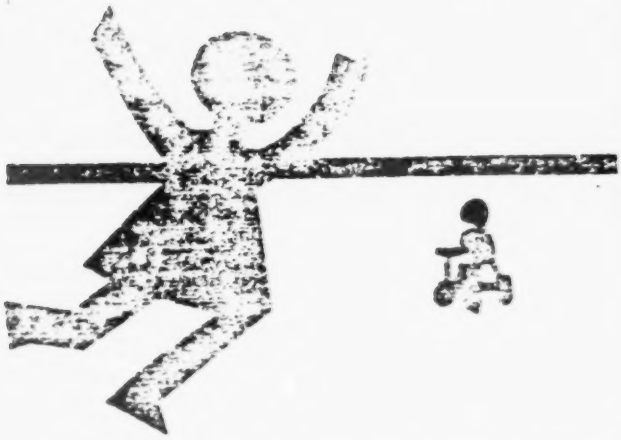
EAT OR NOT EAT? If you are tempted to coax, play games, or force your child to eat, remember how you dislike having food forced on you. Forcing food does not teach good food habits — it only proves that you are bigger than the child. Instead, make a wide variety of good foods available to your child. Then let your child decide to eat.

Children who can help serve themselves have a feeling of usefulness and may have increased interest in eating. Let your child help set the table, put food on the plate, and pour milk from a child-sized pitcher.

SELF FEEDING is a chance for children to do something really useful for themselves. When children can feed themselves, they gain confidence in their abilities to learn to do other things that adults do.

Expect your small child's first feeding efforts to be messy. Skill will come with practice. But don't expect adult standards in table manners.

Eating with their fingers is comfortable for little folks. Small sandwiches, raw vegetable bits, meat cut in bite sizes, fruits and cheese in small pieces to pick up with the fingers make eating much easier.



Even though eating with fingers is easy, the young child wants to use spoons and forks as adults do. When a child wants to try, give encouragement — or your child may decide the job is for a parent.

Even after feeding themselves well, small children may sometimes need help — when tired, upset, or bored.

TIME has little meaning for little children, especially when they are engrossed in their play or their food. Give your child time to enjoy meals. If interest is lost or dawdling occurs, give your child a reasonable time to eat — about 30 minutes — then quietly but firmly remove the food.

CLEAN HANDS Washing hands before meals is fun if a child has been started early to enjoy the splash of soap and water. A quick, forced washing, after food is served, can make a child too upset to eat happily.

REST An overtired child rarely eats well. The amount of rest a child needs, like the amount of food required, can vary from day to day. Each child develops an individual pattern for sleep, which changes with growth. Watch for signs of tiredness, and help your child get enough rest.

PLAY is necessary to a child's health. Simple, suitable play materials that can be used to the child's satisfaction encourage the feeling of being big and masterful. This is important because a child often feels small and helpless among adults. Playmates, near the age of your child, are also needed.

Outdoor play gives the benefits of sunshine and fresh air. Alternating active and quiet play is one way to lessen fatigue. Songs and pleasant stories at the end of an active day help to prepare children happily for bedtime.

HEALTH for your young child is more than freedom from disease. It is growing, looking and being well, being alert and eager to learn, and having plenty of energy. It also means feeling good about one's self, having a sense of trust in parents and self, feeling loved and knowing that "I am a worthwhile person even though I am little and still learning."

Bureau of Early Childhood

HOW PARENTS CAN HELP CHILDREN READ

I. Babies

A. Give the baby interesting things at which to look

1. Tape bright pictures to the walls.

2. Hang mobiles over the crib.

3. Take the baby from room to room instead of leaving him in his crib when he's awake.

4. Call attention to different objects in your house.

5. Prop him up in a safe spot to give him a more stimulating view.

B. Give him interesting textures to touch (be sure they don't go into his mouth) Textures may include satin and burlap materials; materials; rubber balls; smooth wooden toys; ice cubes, crinkly tissue paper.

C. Talk to him and encourage his babblings (talk softly, freely, slowly, distinctly).

D. Sing lullabies to the baby and say nursery rhymes, emphasizing the rhythm.

II. Pre-school

A. Teach the child how to use crayons.

B. Provide books with topics of special interest to your child (purchase the books or take the child to the library).

C. Teach the child to listen to a story read by an older child or you. (Ask questions about the story after reading it.) Encourage the child to take good care of books.

D. Teach the child to make sense of a picture in a book or magazine.

E. Talk to the child and let him talk to you. Discourage "baby talk." Encourage the child to speak in complete sentences.

F. Teach the child important self-identification as name, address, telephone, mother and father's names, etc.

G. Give him directions and have him do things, get things. Use on, over, under, left, right, in out, beside, across, near, top, bottom, etc., in giving directions.

H. Help the child become more sensitive to his environment and understand difference between things such as: hot-cold; wet-dry; liquid-solid; living-non-living.

I. Encourage his questions. If you don't know the answer, tell him you don't, but you'll help him find that information; then do that. Invest in an elementary encyclopedia for young people and look up the answer for him. Take him to the library.

J. Play games to teach reading skills 176

1. Matching games (using lotto cards, color swatches from the paint store, numbers, letters, magazine pictures posted on cardboard).

2. Have child name the part of the body pointed to.

3. Sing songs and read nursery rhymes and jingles. Have child listen for and find the words that rhyme.

4. Make out a grocery list, tell child what you want and let him help look for it.

5. Play lost and found letters. Pick a certain letter and let the child look for it.

6. Give your child a word. See how many words he can give beginning with that sound. (as: Bobby, bake, be.) Then see how many words they can give that end with that sound.

7. Take a box and block or item. By your directions, have your youngster put the item in the box, out of the box, in front of it, behind it, under it, to the left and to the right of it.

8. Arrange two to four blocks in various patterns and have your child imitate your arrangement.

9. Conceal a small top in a bag. Let your child put his hand in and touch the object, then tell what it is. Vary the game by hiding several toys in the bag and calling out which one he is to find and remove.

10. Set up an obstacle course for the child to follow through the house that will include crawling, sitting, hopping, rolling. For fun, cut out foot, hand, and knee prints and make a trail he is to follow.

11. Play a game with adjectives. Ask the child to find something hard, soft, scratchy, stickly, fuzzy, yellow, black, wooden, metal, little, big, square, round, etc.

III. Primary Grades

A. Play the games as indicated in II. J:1-11

B. Check over papers each night and have your child read them to you.

C. Request a word-list from your child's teacher. Review the word-list nightly and have your child go over and over the words until all can be read without hesitation. Use the words in oral sentences so your child can understand the meaning of the words.

D. See that the child does the homework assigned every night. Please do not do this work for the child. Supervise your child.

E. Visit your child's classroom and see what progress is being made.

F. Take the child places, even if its only around the block, to the store, or visiting relatives. Talk to him about what he sees.

G. Read to the child and have him read to you. Ask him questions

1. What was the story about?

2. What happened first, next, etc.

3. What did you like about the story?

4. Is there anything you didn't like? What? Why?

5. How would you make the story different if you had written it?

H. Teach the child: the name of the different colors, days of the week, how to count from 1-10, coins, as penny, nickel, dime.

I. Show the child how to use a clock, a termometer, liquid measures, and rulers.

J. Encourage your child to make collections of objects he can begin to classify and compare (insects, leaves, rocks, etc.)

K. Help the child to discriminate between and name letters of the alphabet, especially consonants. This may be done through play with alphabet blocks or other toys.

L. Print cards in large letters, naming each of several objects about the house. Leave each card attached to the object which it names for a few days, calling the connection to the child's attention.

M. Draw or cut out pictures of a few familiar creatures of objects. Printing the name of each right under it, and helping the child connect the word in his mind with the picture. Let child cut out pictures from catalogs, magazines, etc. You can then label these.

IV. Middle and Upper Grades

A. See that the child does the homework assigned. Check these papers.

B. Provide a proper place or setting for reading.

C. Request that the child read to you or a younger child (from newspapers readers, storybooks). After he has read to you, ask him questions. After he has read to the other child, have him ask the child questions about what he has read to him.

D. Encourage the child to visit the library, get and read books.

E. Visit your child's classroom to see what progress is being made.

CHOOSE EDUCATIONAL TOYS FOR YOUR CHILD

1. Bee - See and Say

2. Mr. Music See and Say

3. Magnetic Alphabet Board

5. Clay
6. Animal Pictures
7. Scissors
8. Finger paints, poster and tempra paints
9. Coloring books and crayons
10. Take apart toys
11. Paper dolls
12. Books and magazines
13. Records of nursery rhymes, stories, rhythm games, etc.
14. View master and view master films
15. Alphabet, building, nesting blocks and block towers
16. Inlaid puzzles peg board, geometric insets
17. Rhythm instruments (symbols, drums, xylophone, tambourine, triangle, wood blocks, melody bells, etc.)
18. Color and other matching games
19. Alphabet cards
20. Stick on picture books
21. Magnets, magnifying glass, mirrors, flashlight
22. Equipment for active play (scooters, tricycles, bicycles, balls)
23. Toys encouraging imitation of grown up activities (doll, doll house, trains, buses, housekeeping equipment, gardening tools, carpenter tools)
24. Paper and pencils (black or colored pencils)
25. Props for dramatic play (costumes, costume box of discarded clothing, and large piece of cloth, mask, hand puppets, hats, etc.

APPENDIX QQ

READING TO YOUR CHILD - TIPS FOR PARENTS

READING TO YOUR CHILD: TIPS FOR PARENTS

Reading to children is important. Research shows that children whose parents read to them regularly are likely to become good readers. According to Anthony Fredericks, reading specialist for the Catasauqua Area School District in Pennsylvania, "Reading stories to children helps them develop an appreciation for written material and for the thoughts and ideas that books can convey. It helps children with their listening comprehension and their awareness of language patterns; but, most of all, it provides parents and children with a natural opportunity to get close and share a valuable experience."

Fredericks gives some specific suggestions for making reading time with children successful:

1. Make reading with your child a regular activity.
2. Record favorite stories on cassette tapes. Then the child can hear the story again later just by playing the tape.
3. Share the reading with your child. Take turns reading paragraphs or pages aloud.
4. As you read, inform your child that from time to time you will leave out a word. Ask your child to give the missing word. Switch these roles sometimes.
5. Ask your child to take the role of a character in the story. Whenever that character's part comes up, ask your child to read using the character's voice.
6. Encourage your child to supply new endings, characters or settings to a story.
7. With a story that you have read many times previously, make intentional mistakes in the details and ask your child to correct them.
8. Read to your child from a variety of sources.

BOOKLIST—EXPLORING LANGUAGE

"By using language orally and by listening, young children are being helped into reading," says Leland B. Jacobs, professor emeritus of education at Columbia University. Jacobs, the author of many books, adds, "By knowing about language in its various dimensions and uses, young children are better prepared to be capable readers."

"There are trade books for young children that delightfully present understandings of and feelings for various aspects of language--good books to read aloud to them, to share with them for the enjoyment and intellectual enrichment such books provide."

Here are some of the books Jacobs recommends:

1. The Great Sea Monster by Amoss Berthe, Parents' Press.
2. Words Are Like Faces by Edith Baer, Pantheon.
3. Breakfast in the Afternoon by Cynthia Basil, Morrow.
4. What Does the Rooster Say, Yoshio? by Edith Battles, Albert Whitman.
5. Of Course a Goat by Ruth Bornstein, Harper.
6. A Bear before Breakfast by Eth Clifford, Putnam.
7. Laura's Story by Beatrice Schenk de Regniers, Atheneum.
8. Ape in a Cape by Fritz Eichenberg, Harcourt.
9. The ABC Bunny by Wanda Gag, Coward, McCann.
10. Ookie-Spooky by Mirra Ginsburg, Crown.

GUEST COLUMNIST--MARY HILL

CHILDREN'S WRITING BEGINS IN THE HOME

"When children first begin to talk, parents get excited over all the sounds they make and rejoice when those first words are uttered," says Mary Hill of Westminster College in Pennsylvania. Hill, cochair of IRA's Parents and Reading Committee, adds that most parents show much less enthusiasm when children begin to write. Instead of saying, "My child has begun to write," there is often an apology, "Oh, those are only scribbles."

Hill points out that although the child's initial efforts to write may look like "only scribbles," the writing has meaning to the youngster. In order to know what children have written, we need only say, "Tell me what you wrote."

Hill recommends that parents encourage even the very young child to write. Writing notes to Santa, helping with the shopping list, or writing cards and letters to relatives can all help youngsters begin to recognize that writing is another way to communicate. The child also gets pride from being able to say, "Look what I wrote."

Hill recommends the following activities as ways for children of all ages to develop as writers:

1. Writing and illustrating—Parent and child each write and illustrate a story. Then they share the text and illustrations, with each person reading his or her own work.
2. Shared writing—Either the parent or the child starts writing a story. Next the other writer takes over and completes it. Then each person reads his or her own part of the story.
3. Note writing—Parent and child write notes to one another and then leave them in convenient spots. Such locations can be on the refrigerator door, bulletin board or bed, and in lunch boxes.
4. Ordering products—Parent and child browse through catalogs and write up orders for needed merchandise.
5. Writing directions—Parent and child write directions for something: building a kite, playing a game, or finding a friend's home, for example.

"These reading and writing activities are only starter ideas," says Hill. They are intended to help children become aware of the following:

1. The purpose of writing is to convey a message.
2. Writing has many different functions.
3. Writing has a specific structure dependent upon its purpose and function.
4. Writing is another form of communicating.

A READING PARADE

More than 600 children, teachers and principals dressed up in the outfits of their favorite storybook characters and paraded through the streets of Lawton, Oklahoma as part of the Oklahoma Reading Council's Spring Conference this March. The parade included floats, dancers, dignitaries riding in antique cars, an army marching band and precision R.O.T.C. teams. This sort of public demonstration for reading is fun for everyone involved, and it creates community support for education. A reading parade might be a good way to stir up interest in education in your town.

NEWS FOR PARENTS FROM IRA, edited by John Micklos, Jr., is published three times a year for use by IRA members by the Public Information Office of the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19711, U.S.A. Permission is not required to reprint this newsletter or items contained therein. IRA members are encouraged to disseminate any or all of the information in this newsletter to parents in their communities. **NEWS FOR PARENTS** welcomes comments, suggestions and submissions from all readers.

APPENDIX RR

NEWS FOR PARENTS - CREATING A LOVE FOR READING

News for Parents

Edited by John Micklos

Creating a love of reading

The school focuses on providing the child with necessary reading skills, but "the home is where reading can become a permanent fixture in the child's life," says Judy True of North Georgia College. "Lessons teach a youngster 'how' to read; but only independent reading can develop an interest in reading and teach the child to love reading.".

"Parents can do many things at home to encourage their children to become readers," adds True, chairperson of the International Reading Association's Parents and Reading Committee. "The two most important of these are to provide a place and a time for relaxed, independent reading."

A time for leisure reading

Not only should time be set aside for homework, but time is also needed for casual, independent reading. Right before the child's bedtime is an excellent time for family members to relax and read together. Children tend to imitate their parents. If your children see you reading, and if there are no distractions such as television during reading time, your youngsters are more apt to see reading as a worthwhile activity.

Set aside time when you and your child can exchange information about what you are reading. This sharing becomes more meaningful when you and your child are reading about related topics.

A place for independent reading

To create an avid reader, make available a wide variety of reading materials (including books, magazines and newspapers). Determine what topics are of interest to your child and provide easy materials on those topics.

Encourage the youngster to select a private bookshelf or table for his or her personal collection of books. This collection takes on greater value when there is a specific place set aside for these materials. Furnish the child's leisure reading area with a good reading lamp and a comfortable chair. This leisure reading area should probably be a different area from where the child usually does homework.

"Begin today to 'raise a bookworm' by making your home a relaxed place in which your child wants to read," concludes True.

What parents can do to help: Children give their views

Teachers know how valuable parents can be in helping youngsters develop a love of reading, says Anthony Fredericks, reading specialist for the Catasauqua Area School District in Pennsylvania. "Parent participation has proven to be a positive force in school reading programs. When parents are involved in reading, so are children."

In an effort to discover how children perceive their parents' role in the reading process, an informal survey was conducted with 93 third- and fourth- grade students reading above grade level. Pupils were asked to list the things their parents did that the students felt contributed to their success in reading. The following practices, in order of preference, were those cited most often by the youngsters.

"My parents helped me become a good reader by":

- Starting with easy books;
- Buying me lots of books;
- Turning off the television;
- Getting me a library card;
- Getting harder books for me later;
- Letting me read to them;
- Reading often to me; and
- Sharing lots of children's books.

"It seems that students are quite aware of some home activities that can lead to reading success," concludes Fredericks. "It's also interesting to note that many of the practices teachers have traditionally advocated for parents are also seen by children as important. Parents who want to help their offspring become successful readers might want to listen to the children, too!"

Newbery, Caldecott winners named

Robin McKinley and Trina Schart Hyman have won this year's Newbery and Caldecott awards, presented by the American Library Association for outstanding contributions to children's literature. McKinley is the author of *The Hero and the Crown*, published by Greenwillow Books. Hyman is the illustrator of *Saint George and the Dragon*, as retold by Margaret Hodges, published by Little, Brown.

In addition to the top award, ALA named three Newbery Honor books:

Like Jake and Me by Mavis Jukes (Knopf);

The Moves Make the Man by Bruce Brooks (Harper & Row); and

One-Eyed Cat by Paula Fox (Bradbury).

The Caldecott Honor books are:

Hansel and Gretel illustrated by Paul O. Zelinsky (Dodd, Mead), retold by Rika Lesser;

Have You Seen My Duckling? by Nancy Tafuri (Greenwillow); and

The Story of Jumping Mouse by John Steptoe (Lothrop, Lee & Shepard).

Free brochure on writing

"How to Help Your Child Become a Better Writer," published by the National Council of Teachers of English, is a brochure which lists ideas parents can use at home. The brochure also lists ways parents can support the school writing program. Single copies of "How to Help Your Child Become a Better Writer" are available free. Send to: NCTE Order Department, 1111 Kenyon Road, Urbana, Illinois 61801, USA.

News for Parents from IRA appears six times a year as part of *Reading Today*, the membership newspaper of the International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714-8139, USA. **News for Parents** attempts to bring attention to ideas and items which may be of interest or value to parents. It is not the intention of IRA to endorse any of the books or materials mentioned in this newsletter. Permission is not required to reprint this page or items contained therein. IRA members are encouraged to disseminate any or all of the information to parents in their communities.

NEWS FOR PARENTS

WHEN YOU READ WITH YOUR CHILD

Beverly May, a reading and study skills specialist and consultant in Houston, Texas, offers some ideas for parents in reading with children. "Just remember," she emphasizes, "reading should be fun!"

1. In the beginning stages of reading, read a book or story with your child. Make it a close, warm, loving time that is enjoyable for both of you.
2. When learning to read, your child should read books that are easy.
3. Do not allow your child to read word by word. If necessary, read the sentence or paragraph to your child first and let him or her repeat it. Read with expression; it is a model for your child.
4. Make reading a treat, not a treatment. Enjoy the story or book. Don't bog down in skills. If a word is not known, give a quick clue. If that doesn't work, tell your son or daughter the word.
5. "Ham up" the reading. Bark if it says bark. Whisper, scream, laugh, speak gruffly. Stress rhyming words. Have fun with language.
6. Read pictures. Point to everything in a picture and talk about it to build vocabulary skills.
7. Read aloud to your child every day if possible. Plan it into your schedule at a time when you will have the fewest interruptions. Keep books open by a big, cozy chair or near the bed.
8. Share books as a family, if possible. Include Father. Boys especially need to see fathers and other men reading.
9. To build comprehensions, ask your child to tell you as much of the story as possible. This is called the Re-Tell Technique. Ask the WH questions: WHo? WHat? WHen? WHere? WHy? and HoW? Also ask questions to get at underlying meaning or messages, and get at underlying meaning or messages, and get a deep meanings, when possible.
10. Keep a list of all books and stories that the child reads. It is fun to see how many books a child completes during a year.

"It is very important to understand that the foundation for learning is built in those early years before your child ever goes to school," concludes May. "Read aloud to your child-some experts say by at least three months of age. And when that child of yours begins to want to read to you, take time! Be there! Listen! Have fun and learn from the wonderful world of books."

APPENDIX TT

GROW CHART

OFFICE OF INSTRUCTION SERVICES
BUREAU OF EARLY CHILDHOOD PROGRAMS
ECIA CHAPTER 1
CHILD-PARENT CENTERS' PARENT ACTION FAIR
1986

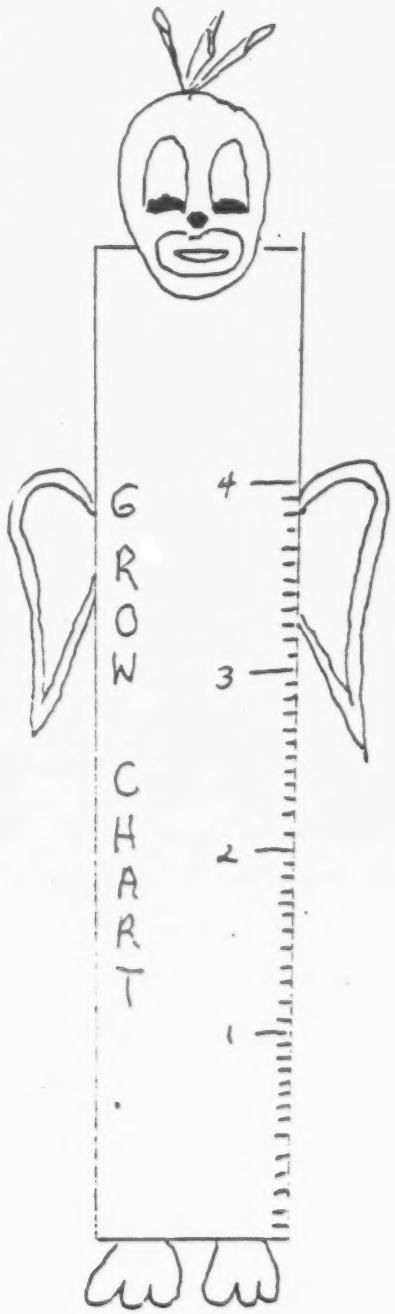
TITLE OF ACTIVITY — GROW CHART

SKILL AREA — NUMERICAL CONCEPTS AND LANGUAGE DEVELOPMENT

OBJECTIVE — To have the child recognize numerals 1, 2, 3, and 4; to begin to understand concepts such as big and little, tall and short.

MATERIALS — Magic markers, scissors, a roll of butcher paper, (get from grocery or hardware store) various colors of construction paper, glue, letters for tracing, and a yard stick.

PROCEDURE



Cut butcher paper, one foot by five feet.

Starting from bottom of butcher paper make lines on right side of paper to indicate inches; on the 12th inch (make it longer) identify as (1) for one foot; on the 24th inch, mark as a two for two feet, until you get to four feet.

Trace and cut out all capital letters to form the words GROW CHART. Paste going downward along left side of chart, using smaller letters, trace and cut out child's first name. Glue across the top of the chart.

Draw the head of a carton character; Mickey Mouse, Big Bird, Smurf, etc. Color, cut out, and glue to the top of the chart. If character has wings or feet, add to chart.

Parent measures child every three months and marks grow chart in red to show growth. Mother and child have conversation using numerical and measuring concepts.

CHILD-PARENT CENTER — Olive
PARENT-RESOURCE TEACHER — Cheryl Weil
PARENT DEMONSTRATORS — Patricia Fenner, Lonnie Barrett

APPENDIX UU

WOODSON SOUTH CHILD PARENT CENTER
4415 SOUTH EVANS AVENUE
CHICAGO, ILLINOIS 60653

Child - Parent Activities

Work With Newspapers

1. Fold paper to make shape of a hat. Staple to hold. Paint with tempera.
2. Cut large black letters from newspaper to make alphabet set. Paste on manila tagboard or cardboard. Play alphabet games.
3. Cut large black numbers from newspaper to make number set. Paste on manila tagboard or cardboard. Play number games.
4. Find pictures in newspaper of things that show shapes - (i.e.) plates, watches for circles - windows boxes etc. for squares. Talk about shapes collected.
5. From the Sunday paper (more color used) collect pictures that illustrate colors that children are learning. Paste on cardboard to make a flash card set.
6. Make a cartoon collection for smiles.
7. From the Sunday comic - find easy interestings comics. Separate. Paste on cards. Play sequence games.
8. Cut alphabet from squares of newspapers.
9. Teacher neatness by using old newspapers to wrap used pampers and garbage before putting in trash.

Erin Mitchell
Parent-Resource Teacher

APPENDIX VV

CPC SHUFFLE REHEARSAL LETTER
CPC

April 2, 1986

Dear
CPC Shuffle Participant

Congratulations and thank you for making the CPC Shuffle audition with the coordinator of parent programs, a success. She loved the performance. However, that was just the beginning. Now, we must get down to serious rehearsing. Please check your April calendar for rehearsal dates:

9:00 a.m.	12:00 p.m.	11:30 a.m.
Wednesday	Monday	Friday
4-2-86	4-7-86	4-4-86
4-9-86	4-14-86	4-11-86
4-16-86	4-28-86	4-18-86
4-30-86		In the auditorium a.m.& p.m.groups

In the month of May, rehearsal will be daily with a dress rehearsal at the Field Museum, Tuesday, 5-6-86 and the actual performance date Wednesday, 5-7-86.

As soon as I get the cost of the shirts and a sample, I will let you know. I am working on this now. So, save some money.

I need your support to make the CPC Shuffle a success.

Hope to see you on the above dates,

Ms. C. Weil, Parent Resource Teacher

Examples of Parent Activities in the Classroom

Help with seatwork on a one-to-one basis, after the teacher has taught the class a specific skill.

Provide help in the use of the programmed materials.

Assist individual children in individual study.

Motivate a child to become involved in some available classroom activities.

Talk quietly to a child who is upset, in an effort to help him.

Check work that children have completed.

Work with small groups to master specific skills and concepts.

Play a reading or math game with a group of children.

Supervise a group of children listening to a record.

Participate in children's play.

Encourage children to tell stories, draw, and write, as a form of self-expression.

Ask children questions about their work and provide encouragement and praise when appropriate.

Assist children with special projects. (Construct, research, explore, experiment).

Assist with field trips and other outdoor education.

Assist children at breakfast, lunch, snack time, on the playground, with toilet, recess, and in the halls.

Assist with arts-and-crafts activities.

Set up audio-visual equipment.

Duplicate teaching materials.

Prepare teaching materials such as games, flash cards, etc.

Prepare and distribute notices to children or parents.

Check in, and store, supplies, and stamp instructional materials when necessary.

Plan and arrange bulletin boards.

Prepare instruction materials so that it is ready for distribution.

Check materials and books used directly by children.

Assist and do whatever is necessary in emergency situations.

Perform general housekeeping duties. Help the children take pride in the condition of the classroom.

Assist in displaying the children's art and school work.

Assist young children with outdoor clothing, boots, etc.

Keep a list of suggested things needed for the classroom.

Help the children find the right place to put things.

Reading stories to small groups of children.

Arranging games for students who finish their assignments early.

Administering programmed instruction materials.

Conducting science experiments with small groups.

APPENDIX XX

SUMMER READER FUN-ACTIVITIES

APPENDIX XX

PARENTS ARE IMPORTANT

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ESTABLISHING FAMILY RITUALS

"The Consolation of Ritual" by Julius Segal, an article published in the San Francisco Chronicle, January 12, 1986, encourages us to give structure and solidarity to our children's lives by building family rituals.

We all have fond memories of family rituals: these are events that we recall with a smile on our face. We remember our school performances celebrated with a family trip to the ice cream shop - and that delicious chocolate cake baked together and served on all special occasions and birthdays. These are the same rituals we've introduced to our own children.

Reading activities can become part of our family rituals too. Here are a few ideas:

Sustained-Silent Reading at Home: Many schools have Sustained-Silent Reading (SSR) programs--a set daily time when everyone in the school reads. H (home) SSR can be valuable and fun. Choose a set time - before TV watching, just before bed, or right after homework - and have the entire family read. Ten or fifteen minutes daily is sufficient. A weekly or bi-weekly visit to the library will insure that everyone has reading material. You might take a few minutes after reading to discuss what you've read. Everyone in the house should take part in HSSR.

Read it Again: Although new material is exciting, rereading your books has definite advantages. Reading familiar books leads to:

* more talk about the story.
* focusing on a wide variety of subjects.
* greater in-depth probing and insights.

Establish Good Homework Habits Early: Good habits and positive attitudes last longer if you begin early. Even pre-school children will find working at home a pleasant ritual if you:

* have a special time and place to work at home.
* supply pencils, papers, and other needed materials.
* use a notebook to keep track of dates, school assignments and grades received for those assignments for the older child.

Most children are delighted with the repetition of stories or songs at bedtime, a particular eating schedule or play routine. As our children grow they continue to find security in family rituals and will incorporate these rituals in their adult lives. Rituals also provide a strengthening bond and sense of unity in family life.

"Today's rituals are tomorrow's memories."

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SUMMER READER Weekly Calendar

Check each line when you finish. ✓

Day 1

____1. Look at your Summer Reader package with your mom or dad.
____2. Give the blue sheet to your mom or dad.
____3. Divide your book into 2 or 3 parts.
____4. Read Part 1.
____*5. Check your project sheet to be sure that you have everything you'll need for Day 3.

Day 2

____1. Read Part 2 of your book.
____2. Do yellow sheet 1. Use your best writing.
____3. Write your <u>first and last name</u> on every sheet.
____4. Read part of your book to someone.

Day 3

____1. Finish your book.
____2. Do one side of the orange math sheet.
____*3. Do your project.

Day 4

____1. Do the other side of the orange math sheet.
____2. Do yellow sheet 2.
____3. Reread your favorite part of the book.

Day 5

____1. Do yellow sheet 3.
____2. Check over this week's work.
____3. Be sure your whole name is on every sheet.
____4. Put your yellow and orange sheets in the stamped envelope. Take it to the mailbox. We like looking at your work. <u>We'll send your papers back to you</u>.

*optional

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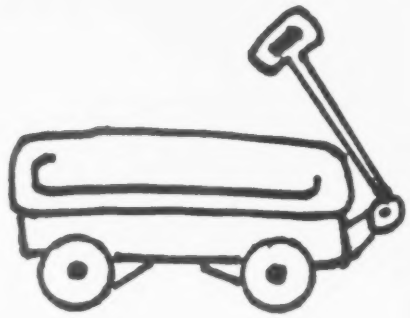
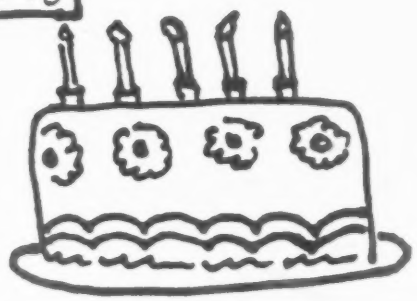
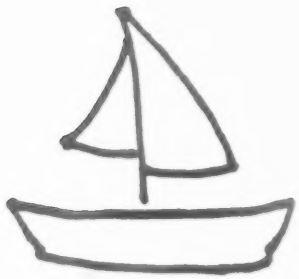
Happy Birthday, Dear Dragon Name_____

Color the things that you would find at a birthday party.
Cross out the other things.







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HAMBURGER PUPPET PROJECT

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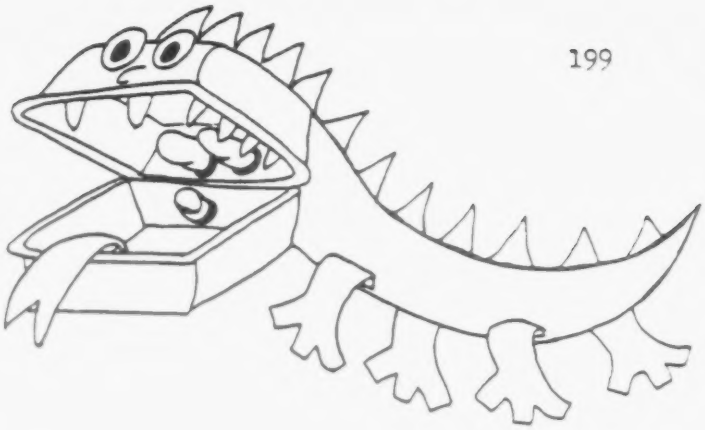
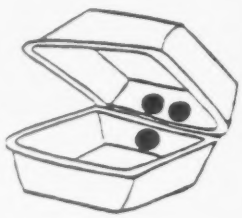
Materials Needed:

fast-food hamburger box
scissors
glue or tape
pencil
*construction paper
*yarn
*crayons
*felt or cloth scraps
*buttons





1. With scissors, poke 3 holes in the back of a clean hamburger box. Put two holes on the top and one on the bottom. (See picture.) You will put your thumb and two fingers in these holes to make your puppet "talk".
2. Think about what kind of puppet you want to make (a dragon, rabbit, girl, boy).
3. Draw the eyes, ears, and a nose on your box OR you could draw them on construction paper or fabric, cut them out, and glue them onto your puppet's face. (You could use buttons for the eyes or nose, too.)
4. Make a tongue and/or teeth and glue them to the inside of the box.

*5. Make a body or an outfit for your puppet from construction paper. Buttons or scraps of cloth will make it look nice.

*6. Tape or glue the body to the puppet head.

*7. Cut pieces of yarn or construction paper for hair and glue it to the top of the box.

*8. Show a friend how to make a hamburger puppet.

*9. Put on a play for your family and friends.

*optional

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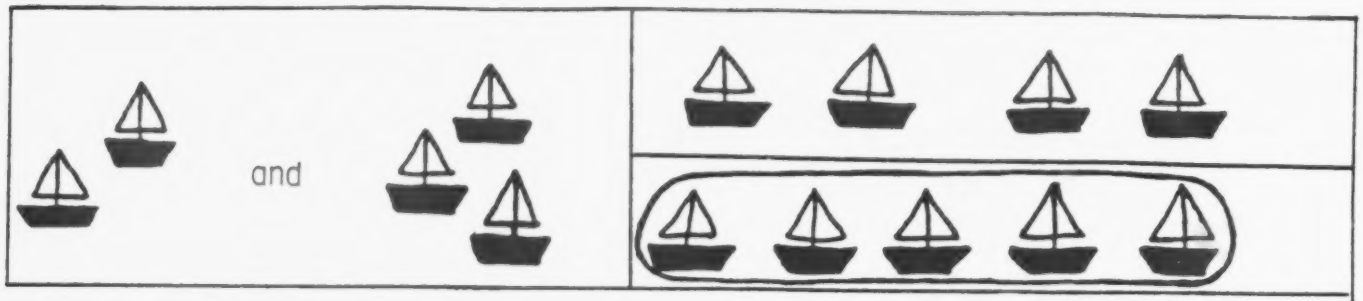
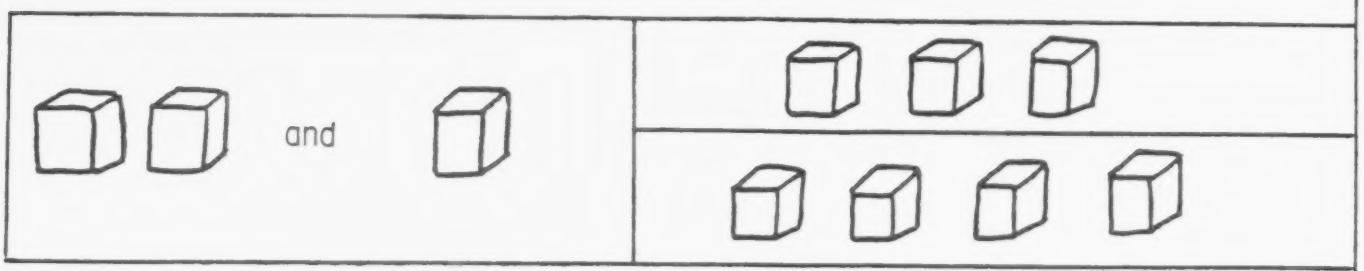
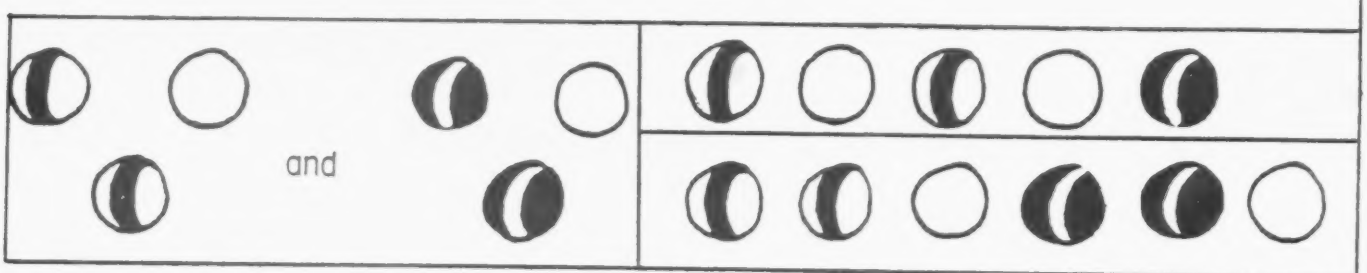
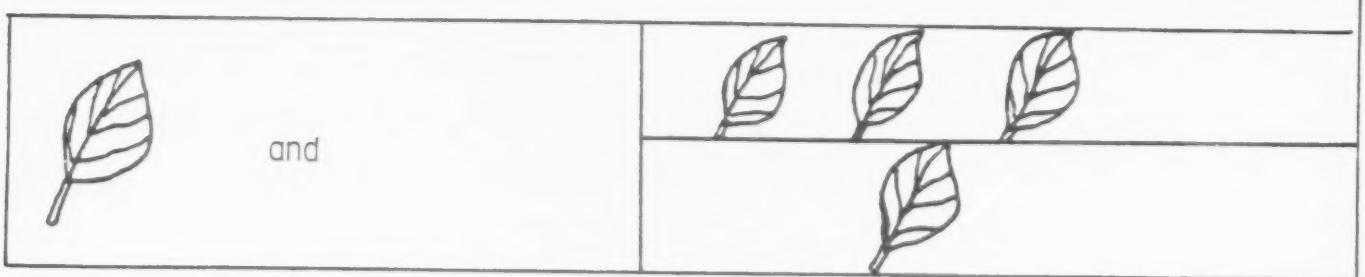
Name_____ Math A

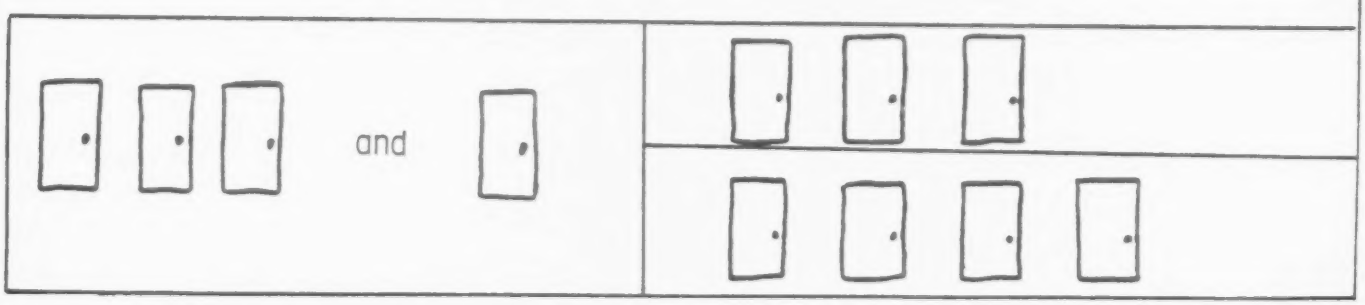
How many in all? ⬭ the picture. 200











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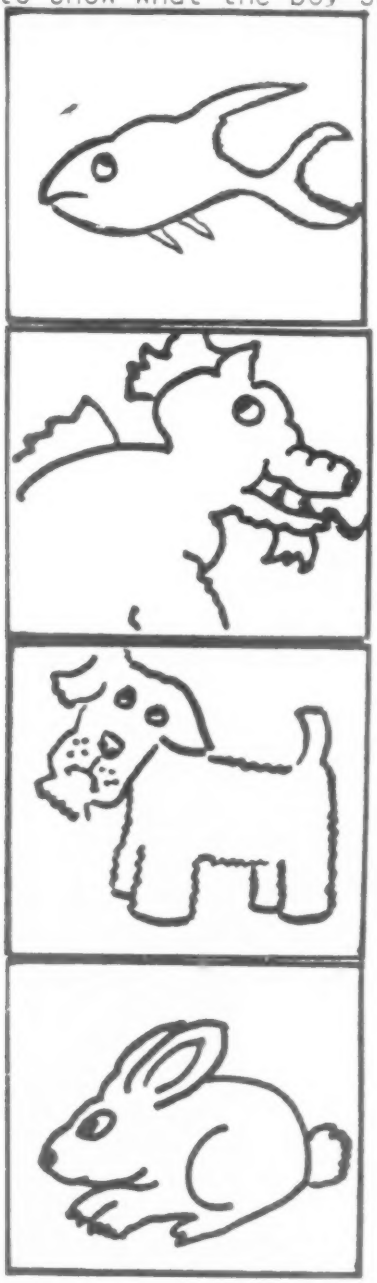
Name_____

Happy Birthday, Dear Dragon 201

Put the pets in order. Draw lines to show what the boy saw 1st, 2nd, 3rd, and 4th.



1. Draw 3 air bubbles near the fish.
2. Draw 2 stars in Dragon's box.
3. Draw lines in front of the dog to make a cage.
4. Put a carrot near the rabbit.

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Sheet 2

Name _____

What Am I?

I am little.
I can look at the boy.
I can not play with the boy.

_____

I am green.
I can take the boy for a ride.
I can play with the boy.

_____

The boy does not want me.
I have brown spots.

_____

I can run.
I can jump.
I am white.

_____

I am in a box.
I am funny.
I can jump up.

_____

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Sheet 3

Picture Books for Young Children

The Snowy Day	Ezra Jack Keats
Hi, Cat	Ezra Jack Keats
A Letter to Amy	Ezra Jack Keats
Dreams	Ezra Jack Keats
Gilberto and the Wind	Marie Hall Ets
Play With Me	Marie Hall Ets
In The Forest	Marie Hall Ets
Omoteji's Baby Brother	Mary Joan Gerson
Liza Lou and The Yeller Belly Swamp	Mercer Mayer
The Carrot Seed	Ruth Krauss
Frog and Toad Together	Arnold Lobel
The Funny Little Woman	Arlene Mosel
Caps for Sale	Esphyr Slobodkina
Goodnight Moon	Margaret Wise Brown
The Runaway Bunny	Margaret Wise Brown
Mr. Gumpy's Outing	John Burningham
Mr. Gumpy's Motor Car Ride	John Burningham
Whose Mouse Are You	Robert Kraus
Bringing The Rain to Kapiti Plain	Verna Aardema
The Three Billy Goats Gruff	Paul Galdone
Where The Wild Things Are	Maurice Sendak
Little Bear	Else H. Minarick
Little Bear's Friend	Else H. Minarick
What Mary Jo Shared	Janice May Uory
The Chick and the Duckling	Myra Ginsburg
When The Tide is Low	Sheila Cole
The Complete Grimms Fairy Tales	
Fenist The Falcon	
The Red Balloon	A. Lamorisse
Now We Are Six	A.A. Milne
The Five Chinese Brothers	Claire Bishop
Crow Boy	Taro Yashima
Curious George Gets a Medal	H.A. Rey
Annie and The Old One	Miska Miles
Harold and The Purple Crayon	Crocket Johnson
Will I Have A Friend	Miriam Cohen

GDM/sp
06/21/85
D:80:books

Lullabies: For babies only?

By Pat Carfra

Lullabies are for babies, of course—but toddlers, parents, preschoolers, nurses, grandparents and teachers need them, too!

One of the intriguing things I've discovered as I explore the many sides of the lullaby is that it is used in surprising ways by a variety of people—and not only those connected with children. For example, they've been found to be effective for relaxation in prenatal classes and for people in pain. Perhaps lullabies remind us, as adults, of times when we were small and trusted that we would always be taken care of.

Singing a song with a "foot-on-the-cradle" rhythm helps an anxious parent relax as much as it does the baby. The human singing voice, especially in a one-to-one situation, is a powerful communicator of feelings—feelings that remain long after the song has been forgotten.

There's no doubt that love, tenderness, comfort and security are easily conveyed through song to the tiny baby, but let's not stop at that stage. Once a child is too large to rock to sleep in one's arms, the reassuring lullaby is just as important as ever in developing a bedtime ritual, a transition from the active to the quiet part of the day, a time to talk and sing and read, perhaps. It's a great opportunity for gentle touching and back rubs, too, for it is not only babies who need their strokes!

Once established, this very personal time can extend right into your child's teen years, its shape adapting as the child's needs change and eventually becoming an opportunity for conversation. (My daughter loved the lullabies much longer than my son, who wanted a new song each night called "What Will We Do After This Day?" I'd oblige, with an invention that had no rhyme and not much tune, but he didn't seem to mind.)

What is a lullaby? Musicologists believe that the first ones were charms and spells which were chanted and sung by parents to protect their children from the demons of the night. I think of a lullaby as a traditional song with a regular, soothing rhythm, a reassuring message and, often, astonishingly beautiful imagery.

(Continued on page 9)

Pat Carfra, otherwise known as "The Lullaby Lady," lives in Victoria, British Columbia, Canada. She is a children's concert performer. ECM *staff met her in November 1984 at the Los Angeles NAEYC conference, where she presented a workshop for teachers. See page 12 for additional information.*

Lullabies: Are they for babies only?

(Continued from page 1)

In my workshops with parents and grandparents I've learned that all kinds of songs are used. Some like the old, tried-and-true ones, feeling a link with the generations of parents who have sung the same words to their children; others adapt songs they like. A fine example of this was given to me by a parent who sings "Edelweiss" but substitutes her daughter's name for the flower. Try it! You'll be surprised how personal the song becomes. Malvina Reynolds' "Morningtown Ride" was a favorite at our house because the names of the children and their friends could be inserted. This is a good one for day care for the same reason—everyone likes to be recognized.

Lots of people make up their own songs from scratch. Some are sensitive, some are funny; all are part of a family's roots. Many have discovered that checking with Grandma and Grandpa produces a fund of songs that strengthen family ties with those far away. I've incorporated many of these into my second recording, "Songs for Sleepyheads and Out-of-Beds."

Apart from the fact that lullabies are effective in soothing children, there are some other bonuses to be had in the process. Lullabies are a baby's introduction to the world of music. There is now evidence that the unborn child can hear in those last few months of pregnancy. Many mothers are singing away, making the acquaintance of the baby-about-to-be!

A singing adult is a fine example for children to copy. It's a satisfying, creative, healthy thing to do with one's body—and it helps the day go better. One of my fears for our culture is that spontaneous singing is diminishing without our even noticing. As our machines (tape decks, record players, radios and TVs) provide more and more of our music, the opportunity to "sing out" decreases. Even the sing-alongs in the car are being squeezed out by the availability of high-quality sound equipment. One serious ramification is that people tend to compare themselves with the professionals—and they don't like what they hear! Over the last three years as I've talked to parent and teacher groups about singing with children, I've been astounded at the number of people who hate the way they sound, who label themselves "non-singers."

To encourage those non-singers who really *do* want to sing to their babies, I designed my first recording, "Lullabies and Laughter." I started with the tiniest lullaby I could find and then added songs with more words and more varied tunes. I suggested that in the privacy of their own room they choose one they like, hum along first, then use a "la, la, la" sound and follow that by singing along with the words. The last step is to turn off the recording and go for it alone! A baby doesn't care what a parent's voice sounds like; it's the attention and love that are important.

Among preschool, day-care and elementary teachers I've found that many people are self-conscious about their voices. They also feel guilty, for our society expects them to sing. Non-singing adults need nurturing, encouragement and motivation. An environment involving young children provides an undemanding audience—which, along with supportive coworkers, a few simple songs and a willingness to try, makes a promising base from which to launch a new singer.

I always end my workshops by saying, "Sing to your children. Something special will happen." It really does!

APPENDIX AAA

WORKSHOP EVALUATION FORM

TITLE: Reading Readiness Workshop

DATE: January 14, 1986

Please note the various aspects of the workshops by using the following ratings:

1. Excellent; 2. Very Good; 3. Average; 4. Poor

Reading Readiness Training

PART I 1 Comment: She gave a lot of information.

Homework for Preschoolers

PART II 1 Comment: Suggested library materials were excellent and I did not know that the community library has a after school homework program.

Make and Take Projects

PART III 2 Comment: Librarian gave endless examples of projects that can be done at home to encourage reading readiness skill development. Example: easy work labeling such as door, desk, window, etc.; simple steps of sequencing like when you make Kool Aid.

Field trip experience 2 Comment: Going to the library is fun when we stop at McDonald's. (Smile.)

Guest Speaker: 1 Comment: She made everything fun and interesting.

Name of Speaker: Carolyn Flowers

Activity Songs and Games. Comment: She showed us that developing motor coordination can be fun.

SUMMER READER

P.O. Box 6085
Champaign, IL 61821
217-352-7550

July 1, 1986

To Whom It May Concern,

Cheryl Weil has permission to use Summer Reader materials for her educational practicum.

Sincerely,

Maryann Peshkin

Maryann Peshkin

National Dairy Council
6300 North River Road, Rosemont, Illinois 60018-4233 Telephone (312) 696-1020

July 8, 1986

Ms. Cheryl Y. Weil
8904 S. East End
Chicago, IL 60617

Dear Cheryl,

National Dairy Council is pleased to hear that "Food Before Six" will be of value to your early childhood educators audience. You have permission to reproduce "Food Before Six" in its entirety, without additions or deletions in your appendix of your practicum reports.

Please use the credit line, "Food Before Six, Courtesy of National Dairy Council."

Good luck with the completion of your degree!

Sincerely yours,

Gloria A. Kristopek
Permissions Editor

Rebecca Mackler

Rebecca Mackler, R.D.

GAK&RM/ms

cc: Records Center

Since 1915—A Nonprofit Organization for Nutrition Research and Nutrition Education

CHICAGO PUBLIC SCHOOLS

Manford Byrd, Jr.
General Superintendent of Schools

Bureau of Early Childhood Programs • Office of Instruction Services
1819 West Pershing Road • Chicago, Illinois 60609 • Telephone 1-312/890-8197

Velma F. Thomas
Director

July 15, 1986

Dear Ms. Weil:

Responding to your letter of June 27, 1986 we see no problem in your using the material as stated. However, you should perhaps realize that the material may not be original and you may want to check with each of the parent resource teachers who provided us with those activities.

Should you decide to reprint some of the activities, I would suggest that proper credit(s) be given to the center and the originator(s) of the activity.

Sincerely,

Dorothy Kellberg
Administrator
Early Childhood Programs

DK:ml

Ms. Cheryl Y. Weil
8904 South East End Avenue
Chicago, Illinois 60617

ETA
EDUCATIONAL TEACHING AIDS

August 28, 1986

Ms. Cheryl Weil
8904 S. East End Ave.
Chicago, IL. 60617

Dear Ms. Weil:

I hereby give you permission to reproduce the EARLY Assessment Class Summary Sheet, ETA #7609 for use in your thesis. This one time permission for this use only.

Sincerely,

A. Richard Powers, Jr.
National Sales Manager

ARP:jmp

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CHICAGO PUBLIC SCHOOLS

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General Superintendent of Schools

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1819 West Pershing Road • Chicago, Illinois 60609 • Telephone 1-312/890-7935

B. Barton Gallegos
Director

September 9, 1986

Ms. Cheryl Y. Weil
8904 South East End Avenue
Chicago, Illinois 60617

Dear Ms. Weil:

This is in response to your letter of August 28, 1986, in which you request permission to excerpt two pages from our publication IMPLEMENTATION HANDBOOK FOR THE COMPREHENSIVE READING PROGRAM OF THE CHICAGO PUBLIC SCHOOLS for use in your practicum report titled "Increasing Parent Involvement to Obtain Significant Gains in Preschoolers' Reading Readiness Skills" for Nova University.

Permission is granted for you to use the excerpts subject to the following provisions:

1. A complete footnote or acknowledgment will be given on each excerpt, indicating the title of the book and showing the Board of Education of the City of Chicago as the author of the materials.

2. The excerpts will be used only as indicated above and for distribution through the ERIC system as required by Nova University.

Thank you for your interest in the materials of the Chicago Public Schools.

Sincerely,

B Barton Gallegos

B. Barton Gallegos
Director
Bureau of Management,
Production, and Distribution

BBG:dw